DOCUMENT RESUME

ED 463 991 SO 033 238

TITLE	Indiana Academic Standards for Social Studies.
INSTITUTION	Indiana State Dept. of Education, Indianapolis.
PUB DATE	2001-08-03
NOTE	162p.
AVAILABLE FROM	Online Depot, Indiana Department of Education, 151 West Ohio Street, Indianapolis, IN 46204-2798 ($10). Fax: 317-232-9121; Web site: http://doe.state.in.us/. For full text: http://ideanet.doe.state.in.us/standards/. http://doe.state.in.us/welcome.html.
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Academic Standards; Anthropology; Civics; Economics; Elementary Secondary Education; Geography; History; Political Science; Postsecondary Education; Psychology; *Public Schools; *Social Studies; Sociology; *State Standards
IDENTIFIERS	*Indiana; Scope and Sequence

ABSTRACT

This publication presents Indiana's Academic Standards for K-8 social studies grade-by-grade and organized into five content areas: (1) history; (2) civics and government; (3) geography; (4) economics; and (5) individuals, society, and culture (psychology, sociology, and anthropology). For instructional purposes, the content knowledge should be integrated with skills for research, inquiry, and participation. A brief scope and sequence model outlines a focus for each grade. It presents high school standards for required and high-enrollment courses, including: World history/civilization, world geography, U.S. history, U.S. government, economics, psychology, and sociology. World history/civilization, world geography, and economics are expected courses for most students, particularly for students pursuing post-secondary education through Indiana's Core 40 and Academic Honors programs. Psychology and sociology are noted as high-enrollment elective courses. Academic standards for the high school courses are organized according to structure of the discipline or subject area. (BT)

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ED 463 991

INDIANA

ACADEMIC STANDARDS FOR SOCIAL STUDIES

August 3, 2001

SO 033 238

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INTRODUCTION

Indiana's Academic Standards for K-8 social studies are presented grade-by-grade and organized around five content areas: **(1) - History**; **(2) - Civics and Government**; **(3) - Geography**; **(4) Economics**; and **(5) - Individuals, Society, and Culture** (psychology, sociology, and anthropology). For instructional purposes, content knowledge should be integrated with skills for research, inquiry, and participation. A brief scope and sequence model, which provides a focus for each grade, appears on the following pages.

At the high school level, standards are presented for required and high-enrollment courses, including: **World History/Civilization**, **World Geography**, **United States History**, **United States Government**, **Economics, Psychology**, and **Sociology.** United States History and United States Government are part of Indiana's minimum graduation requirements. World History/Civilization, World Geography, and Economics are expectations for most students and especially for those who wish to pursue any type of post-secondary education through Indiana's Core 40 and Academic Honors programs. Psychology and Sociology are high-enrollment elective courses. Academic standards for the high school courses are organized according to structure of the discipline or subject area.

SCOPE AND SEQUENCE MODEL FOR GRADES K-12

INDIANA'S ACADEMIC STANDARDS FOR SOCIAL STUDIES:

The goal of social studies education is the development of informed, responsible citizens who participate effectively in our democracy. The *Academic Standards for Social Studies* address this goal by integrating a strong knowledge base with the skills for inquiry, thinking, and participation. The standards are organized around five content areas: **History**, **Civics and Government**, **Geography**, **Economics**, and **Individuals**, **Society**, **and Culture** (psychology, sociology, and anthropology.) The following scope and sequence model provides a focus for each grade as it builds students' skills and knowledge. Key topics, concepts, and skills are introduced early and are reinforced and expanded from Kindergarten through Twelfth Grade.

GRADE LEVEL FOCUS K-8:

Kindergarten: Living and Learning Together

Students focus upon their immediate environment, and emphasis is placed on social and civic learning experiences, including interaction with peers and respect for others.

Grade 1: Home, School, and Nearby Environments

Students examine changes in their own communities over time, explore the way people live and work together around the world, and learn about the rights and responsibilities of citizens as they interact in home, school, and local environments.

Grade 2: The Local and Regional Community

Students describe their basic rights and responsibilities in a democratic society as they examine local and regional communities in the present and past and how these communities meet people's needs.

Grade 3: The Local Community and Communities Around the World

Students study development and change in the local community and in communities in other states and regions of the world, including how people have developed and used technology, as well as human and natural resources, in shaping communities and interacting with their environment. They also study how citizens participate in the government and civic life of communities.

Grade 4: Indiana in the Nation and the World

Students study Indiana and its relationships to regional, national, and world communities. They consider the influence of physical and cultural environments on the state's growth and development and the principles and practices of citizenship and government in Indiana.

Grade 5: The United States – The Founding of the Republic

Students study the history of the United States to 1800 focusing on the influence of political, geographical, economic, and cultural factors on early development. Emphasis is placed upon study of Native American cultures, exploration, colonization, settlement, and the founding period that produced the United States Constitution and Bill of Rights.

Grade 6: Peoples, Places, and Cultures in Europe and the Americas

Students in Grade Six study the regions and countries of Europe and the Americas, including geographical, historical, economic, political, and cultural relationships. The areas emphasized are: Europe and North and South America, including Central America and the Caribbean.

Grade 7: Peoples, Places, and Cultures in Africa, Asia, and Australia

Students in Grade Seven study the regions and nations of Africa, Asia, and the Southwest Pacific including historical geographical, economic, political, and cultural relationships. This study includes the following regions: Africa, Southwest and Central Asia, South Asia, Southeast Asia, East Asia, and the Southwest Pacific.

Grade 8: United States History – Growth and Development

Students briefly review the early history of the nation and then focus on national and state development through the Civil War and Reconstruction periods. Emphasis is placed upon principles of the United States and Indiana Constitutions and the influence of political, geographic, economic, and cultural factors on the development of Indiana and the United States.

ACADEMIC STANDARDS FOR HIGH SCHOOL COURSES – GRADES 9-12:

At the high school level, academic standards for specific courses continue to build upon the skills and knowledge acquired at earlier stages of instruction. The high school courses focus on one of the five content areas that make up the social studies curriculum: **History**, **Civics and Government, Geography, Economics,** and **Individuals, Society, and Culture** (psychology, sociology, and anthropology). The structure of the high school standards may vary since each course has its own organizing principles based on the major concepts or ideas that make up the discipline. The five content areas used as organizers for grades K-8 continue to play an important role. At the high school level, one content area is the major focus of a course, while the other areas play supporting roles or become completely integrated into the subject matter.

GRADE LEVEL FOCUS 9-12:

World History/Civilization:

This two-semester course emphasizes key events and developments in the past that influenced peoples and places in subsequent eras. Students are expected to practice skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, research, issues-analysis, and decision-making. They examine the key concepts of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present.

World Geography:

Students use maps, globes, graphs, and information technology as they study global patterns of physical and cultural characteristics. Students are expected to apply knowledge of geographic concepts to research, inquiry, and participatory processes. Standards are organized around six elements: 1) The World in Spatial Terms, 2) Places and Regions, 3) Physical Systems, 4) Human Systems, 5) Environment and Society, and 6) The Uses of Geography.

United States History:

This two-semester course builds upon concepts developed in previous studies of American history and emphasizes national development from the late nineteenth century into the twenty-first century. After review of fundamental ideas in the early development of the nation, students study the key events, persons, groups, and movements in the late nineteenth, twentieth, and early twenty-first centuries, as they relate to life in Indiana and the United States.

United States Government:

This course provides a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government.

Economics:

This course examines the allocation of scarce resources and the economic reasoning used by people as consumers, producers, savers, investors, workers, voters, and as government agencies. Key elements include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade.

Psychology:

This course provides students the opportunity to explore psychology as the scientific study of mental processes and behavior. Areas of study include the Scientific Method, Development, Cognition, Personality, Assessment and Mental Health, and the Socio-Cultural and Biological Bases of Behavior.

Sociology:

Students study human social behavior from a group perspective, including recurring patterns of attitudes and actions and how these patterns vary across time, among cultures, and in social groups. Students examine society, group behavior, and social structures, as well as the impact of cultural change on society, through research methods using scientific inquiry.

KINDERGARTEN

Overview

The K-8 **Indiana Academic Standards for Social Studies** are organized around five content areas. The content area standards and the types of learning experiences they provide to kindergarten students are described below. On the pages that follow, age-appropriate concepts are listed underneath each standard. Skills for thinking, inquiry, and participation in a democratic society are integrated throughout. Specific terms are defined and examples are provided when necessary.

Standard 1
History

Students examine the connections of their own environment with the past, begin to distinguish between events and people of the past and the present, and use a sense of time in classroom planning and participation.

Standard 2
Civics and Government

Students learn that they are citizens of their school, community, and country, identify symbols of the state and nation, understand examples of responsible citizenship, follow school rules, and know why rules are needed for order and safety.

Standard 3
Geography

Students learn that maps and globes are different ways of representing the earth's surface and begin to explore the geographic characteristics of their homes, school, and community.

Standard 4
Economics

Students explain how people do different jobs and work to meet basic economic wants.

Standard 5
Individuals, Society, and Culture

Students identify themselves as individuals who interact with other individuals and groups, including the family, school, and community; and identify ways that people, who are similar and different, make up the community.

KINDERGARTEN

Living and Learning Together

In Kindergarten, students learn about their environment as they begin to distinguish events of the past from the present and begin the development of citizenship, thinking skills, and participation skills.

STANDARD 1

History

Students examine the connections of their own environment with the past, begin to distinguish between events and people of the past and the present, and use a sense of time in classroom planning and participation.

Historical Knowledge

K.1.1 Compare people, objects, and events of today and long ago.
Examples: Compare objects of the past and present, such as a butter churn and a mixer; compare clothing, houses, and transportation of the past with the present.

K.1.2 Identify celebrations and holidays as a way of remembering and honoring events and persons in the past.
Examples: Identify Thanksgiving, the Reverend Martin Luther King, Jr. Day, Presidents' Day, Memorial Day, Veterans' Day.

K.1.3 Listen to and retell stories about persons in the past who showed honesty, courage, and responsibility.
Examples: George Washington, George Rogers Clark, Mercy Otis Warren, Dolly Madison, Chief Little Turtle, Abraham Lincoln, Harriet Tubman, Tuskegee Airman Walter Palmer.

Chronological Thinking

K.1.4 Identify and order events that take place in a sequence.
Examples: Identify events in the school day as first, next, last; sequence the day's activities in the classroom; place events, such as birthdays, in order; use a calendar to identify national holidays and historical events.

STANDARD 2

Civics and Government

Students learn that they are citizens of their school, community, and country; identify symbols of the state and nation; understand examples of responsible citizenship; follow school rules; and know why rules are needed for order and safety.

Foundations of Government

K.2.1 Identify and describe the roles and responsibilities of school personnel.
Examples: principal, secretary, custodian, instructional assistant, bus driver, nurse, and teacher

Functions of Government

K.2.2 Give examples of rules in the classroom and school, and provide reasons for the specific rules.

K.2.3 Identify symbols and traditions associated with being citizens of Indiana and the United States.
Examples: Identify the Indiana flag and the United States flag.

Roles of Citizens

K.2.4 Identify examples of responsible citizenship in the school setting and in stories about the past and present.

K.2.5 Identify and follow school rules to insure order and safety.

STANDARD 3

Geography

Students learn that maps and globes are different ways of representing the earth's surface and begin to explore the geographic characteristics of their homes, school, and community.

The World in Spatial Terms

K.3.1 Use words related to location, direction, and distance, including here/there, over/under, left/right, up/down.

K.3.2 Identify maps and globes as ways of representing the earth, and identify map symbols for land and water.

Places and Regions

K.3.3 Describe people and places in school and the community.
Example: People in the school might include school workers; places might include the cafeteria, office, and gym. People in the community might include firefighters; places might include the fire station.

Physical Systems

K.3.4 Give examples of seasonal weather changes, and describe how seasonal changes affect people and the environment.
Example: In different seasons, people wear different kinds of clothing.

Human Systems

K.3.5 Describe simple differences and similarities between ways people live in cities and on farms.

Environment and Society

K.3.6 Recommend ways that people can help keep their environment clean.

STANDARD 4

Economics

Students explain how people do different jobs and work to meet basic economic wants.

K.4.1 Explain that people work to earn money to buy the things they want.

K.4.2 Identify different kinds of jobs that people do.
Examples: Picture books and stories illustrate and identify different types of jobs, as well as tools and clothing used in different jobs.

K.4.3 Explain why people in a community have different jobs.
Example: People may have different types of jobs because they like doing different things, or because they are better at doing one particular type of job.

K.4.4 Give examples of work activities that people do at home.

STANDARD 5

Individuals, Society, and Culture

Students identify themselves as individuals who interact with other individuals and groups, including the family, school, and community; and identify ways that people, who are similar and different, make up the community.

K.5.1 Identify ways in which people are alike and different.
Example: Identify qualities, such as interests, hobbies, skills, and experiences, which make them unique individuals, and identify unique qualities of others.

K.5.2 Identify individuals who are important in students' lives, such as parents, grandparents, guardians, and teachers, and give examples of how families cooperate and work together.

K.5.3 Give examples of how families in the community are similar and different, yet are part of the community.

K.5.4 Identify and compare similarities and differences in families in other places and cultures.
Example: Use picture books and stories to show the similarities and differences in houses, clothing, work, and celebrations.

GRADE ONE
Overview

The K-8 **Indiana Academic Standards for Social Studies** are organized around five content areas. The content area standards and the types of learning experiences they provide to students in Grade One are described below. On the pages that follow, age-appropriate concepts are listed underneath each standard. Skills for thinking, inquiry, and participation in a democratic society are integrated throughout. Specific terms are defined and examples are provided when necessary.

Standard 1
History

Students will identify continuity and change in the different environments around them, including school and neighborhood communities, and identify individuals, events, and symbols that are important to our country.

Standard 2
Civics and Government

Students will explain the meaning of government, explain why rules and laws are needed in the school and community, identify individual rights and responsibilities, and use a variety of sources to learn about the functions of government and roles of citizens.

Standard 3
Geography

Students will identify the basic characteristics of maps and globes and explain basic facts concerning the relationship of the sun to daily and seasonal weather. They will identify selected geographic characteristics of their home, school, and neighborhood.

Standard 4
Economics

Students will explain how people in the school and community use goods and services and make choices as both producers and consumers.

Standard 5

Students will understand that they are individuals who interact with other individuals and groups; take responsibility for resolving conflicts and working respectfully with others; and examine the ways that similarities and differences in customs, celebrations, recreation, and the arts benefit the community.

GRADE ONE

The Home, School, and Nearby Environments

Students in Grade One examine changes in their own communities over time and explore the way people live and work together. They begin to understand their rights and responsibilities as citizens as they interact with home, school, and nearby environments.

STANDARD 1

History

Students will identify continuity and change in the different environments around them, including school and neighborhood communities, and identify individuals, events, and symbols that are important to our country.

Historical Knowledge

1.1.1 Identify examples of things that have changed and things that have remained the same as students compare their lives with the lives of family members, such as parents and grandparents.
Example: People today use different kinds of technology, such as computers, in comparison to the types of technology people used in the past.

1.1.2 Compare past and present similarities and differences in daily life by using biographies, oral histories, and folklore.
Examples: Aspects of daily life might include roles of men, women, and children, styles of dress, work within and outside the home, popular games, transportation, schooling, and manners.

1.1.3 Identify American songs and symbols.
Examples: Symbols – The United States Flag, the Bald Eagle, and the Statue of Liberty Songs – "The Star-Spangled Banner," "America the Beautiful"

1.1.4 Discuss how the Pledge of Allegiance is a promise to be loyal to the United States.

1.1.5 Identify people and events observed in national celebrations and holidays.
Examples: Celebrations and holidays such as Thanksgiving, the Reverend Martin Luther King, Jr. Day, Presidents' Day, Independence Day, and Veterans' Day

Chronological Thinking

1.1.6 Use terms related to time to order events sequentially that have occurred in the school.
Examples: Identify and order school events using the terms "past" and "present"; discuss national holidays and historical events associated with the holidays.

STANDARD 2

Civics and Government

Students will explain the meaning of government; explain why rules and laws are needed in the school and community; identify individual rights and responsibilities; and use a variety of sources to learn about the functions of government and roles of citizens.

Foundations of Government

1.2.1 Give examples of people who have the authority* to make and enforce rules.
*Authority: Power that people have the right to use because of custom or law
Example: Parents, teachers, and principals have authority to make and enforce rules.

1.2.2 Identify rights that people have and identify the responsibilities that accompany these rights.
Example: People have the right to own property, such as a house, but this means taking responsibility for the maintenance of the house.

Functions of Government

1.2.3 Define and give examples of rules and laws.

1.2.4 Identify why rules and laws exist, and describe the consequences of not having rules and laws.
Example: Rules and laws exist to establish order and security and to protect rights.

Roles of Citizens

1.2.5 Suggest ways that students' actions can contribute to the common good of the community.
Example: Students help to keep the classroom and school clean by properly disposing of trash.

1.2.6 Identify civic virtues that are needed to be a good citizen.
Examples: Fairness, honesty, compassion, responsibility

STANDARD 3

Geography

Students will identify the basic characteristics of maps and globes and explain basic facts concerning the relationship of the sun to daily and seasonal weather. They will identify selected geographic characteristics of their home, school, and neighborhood.

The World in Spatial Terms

1.3.1 Explain the basic difference between a map* and a globe*.
*Map: A map is flat and can represent only a part of the earth's surface
*Globe: A globe is round and can show the entire earth

1.3.2 Identify the cardinal directions (north, south, east, west) on maps and globes.

Places and Regions

1.3.3 Identify the relative locations* of places in the school setting.
*Relative location: The location of a place in relation to another place or places
Example: The relative location of the school might be described as "across the road from the fire station" or "near the river."

1.3.4 Identify physical features* and human features* in the geography of school and community.
*Physical features: Geographic features that occur in nature, such as land and water forms, natural vegetation, and wildlife
*Human features: Features created by humans, such as farms, cities, buildings, and roads

Physical Systems

1.3.5 Explain the effect of seasonal changes on plants, animals, and people.
Examples: Some animals hibernate in winter; people may wear lighter-weight clothing in summer; most plants exhibit new growth in spring.

1.3.6 Observe and record the physical processes related to weather on a daily basis.
Example: Rainy, sunny, cloudy, warm, cold

Human Systems

1.3.7 Draw simple maps that show how land is used in the school and local community.
Example: Draw maps of the school setting that show the playground and different parts of the school building; make maps that show where people live and work.

Environment and Society

1.3.8 Give examples of natural resources, such as water, trees, plants, and soil, and describe how people in the school and community use these resources.

STANDARD 4

Economics

Students will explain how people in the school and community use goods and services and make choices as both producers and consumers.

1.4.1 Identify goods* that people use.
*Goods: Objects, such as food or a toy that can satisfy people's wants

1.4.2 Identify services* that people do for each other.
*Services: Actions that a person does for you, such as hair cutting provided by a barber or hair stylist, or dental care provided by a dentist

1.4.3 Compare and contrast different jobs people do to earn income.

1.4.4 Describe how people in the school and community are both producers* and consumers*.
*Producers: People who provide goods or services
*Consumers: People who use goods or services

1.4.5 Explain that people have to make choices about goods and services because of scarcity*.
*Scarcity: The idea that resources are limited in relation to people's wants

1.4.6 Explain that people exchange goods and services to get the things they want.

STANDARD 5

Individuals, Society, and Culture

Students will understand that they are individuals who interact with other individuals and groups; take responsibility for resolving conflicts and working respectfully with others; and examine the ways that similarities and differences in customs, celebrations, recreation, and the arts benefit the community.

1.5.1 Identify one's own individual talents, interests, and hobbies, as well as the talents and interests of others.

1.5.2 Identify groups to which people belong.
Examples: Boy Scouts, Girl Scouts, clubs, musical groups

1.5.3 Give examples of how people show concern, respect each other, behave responsibly in a group, and resolve differences peacefully.

1.5.4 Demonstrate the importance of treating others as they would wish to be treated and practice ways of resolving differences peacefully.

1.5.5 Compare similarities and differences in customs, foods, play, recreation, and celebrations of families in the community.

GRADE TWO

Overview

The K-8 **Indiana Academic Standards for Social Studies** are organized around five content areas. The content area standards and the types of learning experiences they provide to students in Grade Two are described below. On the pages that follow, age-appropriate concepts are listed underneath each standard. Skills for thinking, inquiry, and participation in a democratic society are integrated throughout.

Standard 1
History
Students will differentiate between events that happened long ago and recently, recognize examples of continuity and change in local and regional communities, and consider ways people and events of the past and present influence their lives.

Standard 2
Civics and Government
Students will explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify ways that people work together to promote civic ideals.

Standard 3
Geography
Students will locate their community, state, and nation on maps and globes, identify major geographic characteristics of their local community, and explore geographic relationships between their community and other places.

Standard 4
Economics
Students will describe how people in a community use productive resources, specialize in different types of jobs, and depend on each other to supply goods and services.

Standard 5
Individuals, Society, and Culture
Students will explain how local communities are made up of a variety of individuals and groups, identify cultural traditions in their own locality, and use a variety of information resources to learn about their own community and other cultures.

GRADE TWO

The Local and Regional Community

Students in Grade Two will describe their basic rights and responsibilities as citizens as they examine local and regional communities* in the present and past and how these communities meet people's needs.
*Local and regional communities: The neighborhood, municipality, or surrounding regional community that is linked closely to the school

STANDARD 1

History

Students will differentiate between events that happened long ago and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of the past and present influence their lives.

Historical Knowledge

2.1.1 Listen to historical stories and compare daily life in the past and present.

2.1.2 Identify changes that have occurred in the local and/or regional community.
Example: Use maps, photographs, or stories to examine changes in architecture, business, industry, farming, transportation, work, or use of leisure time.

2.1.3 Identify individuals who had an impact on the local or regional communities.
Examples: Some communities are named for important individuals, such as Abraham Lincoln (Lincoln City).

2.1.4 Explain the meaning of community celebrations and traditions.
Example: School celebrations, such as "Grandparents Day" or "Red, White, and Blue Day."

Chronological Thinking, Comprehensions

2.1.5 Develop a simple time line of important events in their own lives.

STANDARD 2

Civics and Government

Students will explain why communities have government and laws and demonstrate that people in the United States have both rights and responsibilities.

Foundations of Government

2.2.1 Discuss the rights and responsibilities of citizens in the school and the community. *Example: Students have the right to feel and be safe at school, but they have the responsibility to follow school safety rules.*

Functions of Government

2.2.2 Explain why it is necessary for the community to have government. *Example: Without government, people who are strong might take advantage of people who are weak. Government provides order, protects rights, and helps people feel secure.*

2.2.3 Identify community leaders, such as the city council or town board.

Roles of Citizens

2.2.4 Identify real people and fictional characters who were good leaders and good citizens, and explain the qualities that make them admirable, such as honesty, and trustworthiness.

2.2.5 Explain the roles people in the community have in making and changing laws. *Example: People in the community vote in elections, run for office, attend community meetings, and voice their opinions.*

STANDARD 3

Geography

Students will locate their community, state, and nation on maps and globes, identify major geographic characteristics of their local community, and explore geographic relationships between their community and other places.

The World in Spatial Terms

2.3.1 Use the cardinal* and intermediate directions* to locate places on maps, and places in the classroom, school, and community.

*Cardinal directions: North, South, East, and West
*Intermediate directions: Northeast, Southeast, Northwest, Southwest
Example: Make a compass rose on the classroom floor with masking tape and use it to locate things in the classroom.

2.3.2 Identify the absolute* and relative location* of places in the school and community setting using a simple grid map.
*Absolute location: The exact location of a place or object
*Relative location: The location of something in relationship to other places and things
Example: The street address of the school is a type of absolute location. Its relative location might be described as "across the road from the fire station," or "near the river."

2.3.3 Locate the local community and the United States on maps and globes.

Places and Regions

2.3.4 Identify places that are nearby or related to the local community.
Examples: Communities in parts of northern Indiana may be near Lake Michigan. Communities in southeastern Indiana may be across the Ohio River from Louisville or Cincinnati.

Physical Systems

2.3.5 Identify map symbols for land and water forms, and give examples of these physical features in the local community.

Human Systems

2.3.6 Identify map symbols of cultural or human features, such as roads, highways, and cities, and give examples from the local region.

Environment and Society

2.3.7 Use a variety of information resources* to identify ways that the physical environment influences human activities in the community.
*Information resources: Print media, including books, magazines, and newspapers
Electronic media, including radio, television, web sites, and data bases.
Example: Picture books, magazines, and Internet maps can be used to show availability of water, fertility of soils, hilly or flat land, and types of climate.

STANDARD 4

Economics

Students will describe how people in a community use productive resources, specialize in different types of jobs, and depend on each other to supply goods and services.

2.4.1 Define the three types of productive resources (human resources*, natural resources*, capital resources*) and identify productive resources used to produce goods and services in the community.
*Human resource: Any human effort used in production
*Natural resources: Resources that occur in nature that are used in production
*Capital resources: Goods, such as tools, buildings, and machines, used in production

2.4.2 Identify community workers who provide goods* and services* for the rest of the community, and explain how their jobs benefit people in the community.
*Goods: Objects, such as food or a toy, that can satisfy people's wants
*Services: Actions that a person does for you, such as hair cutting provided by a barber or hair stylist, or dental care provided by a dentist

2.4.3 Explain that a price is what people pay when they buy a good or service and what people receive when they sell a good or service.

2.4.4 Research goods and services produced in the local community and describe how people may be both producers* and consumers*.
*Producers: People who use productive resources to provide goods or services
*Consumers: People who use goods or services

2.4.5 Explain that because of scarcity*, people must make choices and incur opportunity costs.
*Scarcity: The idea that resources are limited in relation to people's wants
*Opportunity cost: In making a choice, opportunity cost is the next best alternative you do not choose.

2.4.6 Define specialization* and identify specialized jobs in the school and community.
*Specialization: Performance of specific tasks or jobs
Example: Teachers, school nurses, and firefighters specialize in particular kinds of jobs.

2.4.7 Explain why people trade* for goods and services and explain how money makes trade easier.
*Trade: The voluntary exchange of goods and services

STANDARD 5

Individuals, Society, and Culture

Students will explain how local communities are made up of a variety of individuals and groups, identify cultural traditions in their own locality, and use a variety of information resources to learn about their own community and other cultures.

2.5.1 Identify some of the responsibilities that individuals have to themselves and others.
Example: Students have responsibilities as learners, such as completing work, trying to improve, helping others to learn.

2.5.2 Explain how individuals are members of many different groups, and compare and contrast the expectations of behavior in different groups.

2.5.3 Compare the ways people learn traditions* in different cultures.
*Tradition: A practice that is handed down from one generation to another.
Example: A child in Japan might attend a special class to learn the tea ceremony. Another child might learn a tradition from a family member.

2.5.4 Explain how changes in technology have influenced various traditions.
Example: In the past people entertained themselves and others with storytelling. Today, people entertain themselves by watching television and discussing with others what they have seen.

2.5.5 Identify people of different ages, cultural backgrounds, traditions, and careers, and explain how they contribute to the community.

GRADE THREE
Overview

The K-8 **Indiana Academic Standards for Social Studies** are organized around five content areas. The content area standards and the types of learning experiences they provide to students in Grade Three are described below. On the pages that follow, age-appropriate concepts are listed underneath each standard. Skills for thinking, inquiry, and participation in a democratic society are integrated throughout.

Standard 1
History

Students will describe how significant people, events, and developments have shaped their own community and region; compare their community to other communities and regions in other times and places; and use a variety of resources to gather information about the past.

Standard 2
Civics and Government

Students will explain what it means to be citizens of their community, state, and nation; be able to identify the functions and the major services provided by local governments; use a variety of resources to gather information about government in their community and other communities around the world; and demonstrate understanding of democratic principles and practices.

Standard 3
Geography

Students will explain that latitude and longitude are used to locate places on maps and globes, and begin to understand earth/sun relationships, identify the distinctive physical and cultural features of their community, and explain the geographic relationships of their own community with the state, nation, and world.

Standard 4
Economics

Students will explain how people in the local community make choices about using goods, services, and productive resources, how they engage in trade to satisfy their economic wants, how they use a variety of sources to gather and apply information about economic changes in the community, and how they compare costs and benefits in economic decision making.

Standard 5
Individuals, Society, and Culture

Students will explain how communities are made up of individuals and groups of people, explore local connections with communities in other places, examine the contributions of people from various cultures to the development of the community, and use a variety of resources to collect information about the culture of the community.

GRADE THREE

The Local Community and Communities Around the World

In Grade Three, students study continuity and change in their local community and in communities in other states and regions of the world. They also learn how people have created and shaped their communities over time, the roles of citizens and functions of government in the community, state, and nation, and how people in communities interact with their environment, develop and use technology, and use human and natural resources.

STANDARD 1

History

Students will describe how significant people, events, and developments have shaped their own community and region; compare their community to other communities and regions in other times and places; and use a variety of resources to gather information about the past.

Historical Knowledge

3.1.1 Describe Native American groups who lived in the region when European settlers arrived.

3.1.2 Explain why and how the local community was established, and identify founders and early settlers.

3.1.3 Describe the role of specific communities in the development of the region.
Example: Explain the role of river towns, such as Madison or Clarksville, or urban centers, such as Indianapolis, in the development of regions of Indiana.

3.1.4 Give examples of people, events, and developments that brought important changes to the local community or region.
Example: Developments in transportation such as the building of canals, roads, and railroads connected communities and caused changes in population or industry.

Chronological Thinking, Comprehension, Analysis, and Interpretation

3.1.5 Develop simple time lines of events in the local communities.
Example: Use a school newsletter or local newspaper to make a time line of current events.

3.1.6 Read fiction and non-fiction stories to identify the qualities of leaders, such as community leaders, soldiers, presidents, teachers, and inventors.

Research Capabilities

3.1.7 Use a variety of community resources, such as libraries, museums, and county historians, to gather information about the local community.

STANDARD 2

Civics and Government

Students will explain what it means to be citizens of their community, state, and nation; be able to identify the functions and the major services provided by local governments; use a variety of resources to gather information about government in their community and other communities around the world; and demonstrate understanding of democratic principles and practices.

Foundations of Government

3.2.1 Explain that people are citizens* of their community, state, and nation, and explain the importance of good citizenship*.
*Citizen: A member of a community, state, or nation
*Citizenship: The act of practicing one's rights and responsibilities as a member of a community, state, or nation

3.2.2 Identify fundamental democratic principles and ideals in American songs, stories, and symbols.
Examples: Songs and stories may emphasize freedom and equality. Symbols, such as the flag, emphasize unity and other ideals.

Functions of Government

3.2.3 Discuss the reasons why governments are needed, and identify specific services that governments provide.
Example: Democratic governments protect individual rights and provide services, such as law enforcement.

3.2.4 Explain the consequences of violating laws, and identify the duties of and selection process for local officials who make, apply, and enforce laws through government.

3.2.5 Explain that the world is divided into different countries with their own governments, and identify neighboring countries, such as Canada and Mexico.

Roles of Citizens

3.2.6 Discuss and explain the meaning of the Pledge of Allegiance*. Explain other ways citizens can affirm their citizenship.
*Pledge of Allegiance: "I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one Nation, under God, indivisible, with liberty and justice for all." (Francis Bellamy, 1892)
Examples: Students should know that the flag is a symbol of our unity as a nation and that the Pledge of Allegiance is a promise to be loyal to our republic. Other ways that citizens affirm their citizenship include voting and jury duty.*
*Republic: Government ruled by representatives chosen by the people

3.2.7 Use a variety of information resources* to gather information about community leaders and civic issues.
*Information resources: Print media, including books, magazines, and newspapers. Electronic media, including radio, television, web sites, and databases.
Example: Identify leaders and issues from school newsletters, newspaper headlines, photographs, editorial cartoons, television, and other information resources.

STANDARD 3

Geography

Students will explain that latitude and longitude are used to locate places on maps and globes, and begin to understand earth/sun relationships, identify the distinctive physical and cultural features of their community, and explain the geographic relationships of their own community with the state, nation, and world.

The World in Spatial Terms

3.3.1 Distinguish between physical and political features on maps and globes, and label a map of North America identifying countries, oceans, major rivers, the Great Lakes, and mountain ranges. Locate the United States, Indiana, and the local community.

3.3.2 Identify the continents and oceans, the equator, Northern and Southern hemispheres, Eastern and Western hemispheres.

Places and Regions

3.3.3 Explain that regions are areas which have similar physical and cultural characteristics*, and locate the local community in a specific region.
*Cultural characteristics: Human features, such as population characteristics, communication and transportation networks, religion and customs, how people make a living or build homes and other structures.
Example: States touching the Great Lakes are part of the Great Lakes Region. The same states are also considered part of the "Lower Midwest" because of their location relative to other states.

3.3.4 Explain basic earth/sun relationships*, including how they influence climate, and identify major climate regions* of the United States.
*Earth/sun relationships: The rotation of the earth on its axis, the revolution of the earth around the sun, and the tilt of the earth on its axis – all factors that influence climate
*Regions: Areas that have common characteristics

Physical Systems

3.3.5 Explain how climate affects the vegetation and animal life of a region, and describe the physical characteristics that relate to form an ecosystem*.
*Ecosystem: A system formed by the interaction of living things with their physical environment

Human Systems

3.3.6 Construct maps and graphs that show aspects of human/environment interaction in the local community.
Examples: Patterns of rural, urban, and suburban development

Environment and Society

3.3.7 Use a variety of information resources* to identify local environmental issues and examine the ways that people have tried to solve these problems.
*Information resources: Print media, including books, magazines, and newspapers
Electronic media, including radio, television, web sites, and data bases
Example: Research how the community gets its water today compared with how early settlers got their water.

STANDARD 4

Economics

Students will explain how people in the local community make choices about using goods, services, and productive resources, how they engage in trade to satisfy their economic wants, how they use a variety of sources to gather and apply information about economic changes in the community, and how they compare costs and benefits in economic decision making.

3.4.1 Give examples from the local community that illustrate the scarcity* of productive resources*. Explain how this scarcity requires people to make choices and incur opportunity costs*.
*Productive resources: Human resources, natural resources, and capital resources
*Scarcity: The idea that resources are limited in relation to people's wants
*Opportunity costs: In making choices, opportunity costs are the next best alternatives you do not choose.

3.4.2 Give examples of goods* and services* provided by local government.
*Goods: Objects, such as food or a toy, that can satisfy people's wants
*Services: Actions that a person does for you

3.4.3 Give examples of trade* in the local community, and explain how trade benefits both parties.
*Trade: Voluntary exchange of goods and services

3.4.4 Define interdependence*, and give examples of how people in the local community depend on each other for goods and services.
*Interdependence: Reliance on each other to produce goods and services.

3.4.5 List the characteristics of money*, and explain how money makes trade easier.
*Money: Objects widely accepted in exchange for goods and services
*Characteristics of money: Scarce (not easily found or duplicated), durable, easy to carry, and easy to divide

3.4.6 Identify different ways people save their income, and explain advantages and disadvantages of each.
Examples: Home "piggy bank", savings accounts, stock market, etc.

3.4.7 Explain that buyers and sellers interact to determine the prices of goods and services in markets.

3.4.8 Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.
Example: When a family is deciding whether to buy a car, they have to compare the benefit of having personal transportation with the cost of buying and maintaining the car.

3.4.9 Gather data about a proposed economic change in the community using a variety of information resources*.
*Information resources: Print media, including books, magazines, and newspapers; electronic media, such as radio, television, web sites, and databases; and community resources, such as individuals and organizations
Example: Invite a community leader to discuss the decision to build a bigger library or baseball park in the community.

STANDARD 5

Individuals, Society, and Culture

Students will explain how communities are made up of individuals and groups of people, explore local connections with communities in other places, examine the contributions of people from various cultures to the development of the community, and use a variety of resources to collect information about the culture of the community.

3.5.1 Give examples of how the local community is made up of many individuals, as well as many different groups.
Example: Communities are made up of families, as well as businesses and industry, religious and civic groups, and governing bodies.

3.5.2 Identify connections that the local community has with other communities, including cultural exchanges of several types, and ways that technology links communities in other places.
Example: Some nearby communities share cultural institutions, such as schools or museums. Other communities may have "sister cities" in other parts of the world. The technology of transportation and communication makes these exchanges easier.

3.5.3 Examine the contributions of individual artists (painters, sculptors, writers, musicians, and traditional artists) in enriching the culture of the community.

3.5.4 Identify factors that make the local community unique, including how the community is enriched through foods, crafts, customs, languages, music, visual arts, architecture, dance, and drama representing various cultures.

3.5.5 Use community resources, such as museums, libraries, historic buildings, and other landmarks, to gather cultural information about the community.

GRADE FOUR
Overview

The K-8 **Indiana Academic Standards for Social Studies** are organized around five content areas. The content area standards and the types of learning experiences they provide to students in Grade Four are described below. On the pages that follow, age-appropriate concepts are listed underneath each standard. Skills for thinking, inquiry, and participation in a democratic society are integrated throughout.

Standard 1
History

Students will trace the historical periods, places, people, events, and movements that have led to the development of Indiana as a state.

Standard 2
Civics and Government

Students will describe the components and characteristics of Indiana's constitutional form of government; explain citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written, and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.

Standard 3
Geography

Students will explain how earth/sun relationships influence the climate of Indiana; identify the components of earth's physical systems; describe the major physical and cultural characteristics of Indiana; give examples of how the interaction of people with their environment has changed over time and continues to change; and identify regions of Indiana.

Standard 4
Economics

Students will study and compare the characteristics of Indiana's changing economy in the past and present.

Standard 5
Individuals, Society, and Culture

Students will examine the interaction between individual and group behavior in state and community life; analyze the roles and relationships of diverse groups of people contributing to Indiana's cultural heritage; and describe the impacts of science, technology, and the arts on Indiana's culture.

GRADE FOUR

Indiana in the Nation and the World

Students in Grade Four study Indiana and its relationships to regional, national, and world communities, including the influence of physical and cultural environments on the state's growth and development and principles and practices of citizenship and government in Indiana.

STANDARD 1

History

Students will trace the historical periods, places, people, events, and movements that have led to the development of Indiana as a state.

Historical Knowledge

American Indians and the Arrival of Europeans to 1770

4.1.1 Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans.
Example: Angel Mounds (1050-1400 C.E.).

4.1.2 Identify and describe historic Indian groups that lived in the region that became Indiana at the time of early European exploration and settlement in the seventeenth century.
Examples: The Miami, Shawnee, Potawatomi, and Lenape (Delaware).

The American Revolution and the Indiana Territory: 1770s to 1816

4.1.3 Explain the importance of the Revolutionary War and other key events and people that influenced Indiana's development.
Examples: George Rogers Clark and the Fall of Fort Sackville (1779), U.S. land treaties with Indians, Chief Little Turtle, Tecumseh, Tenskwatawa (the Prophet), William Henry Harrison, the Battle of Tippecanoe (1811).

4.1.4 Explain the significance of key documents in Indiana's development from a United States territory to statehood.
Examples: The Northwest Ordinance (1787) made Indiana part of the United States territory; The 1816 Indiana Constitution established the first state government.

Statehood and Development: 1816 to 1850s

4.1.5 Describe the removal of Indian groups from Indiana in the 1830s.

4.1.6 Explain how key individuals and events influenced the early growth of the new state of Indiana.
Examples: Jonathon Jennings, Robert Owen, John Tipton, William Conner, Frances Slocum, and Sarah Bolton.
Examples: Formation of counties, movement of state capitol from Corydon to Indianapolis, canal and road building, the first railroad line (1847), and the Indiana Constitution of 1851.

The Civil War Era: 1850 to 1880s

4.1.7 Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.
Examples: Levi and Catherine Coffin, The Underground Railroad, religious groups, the abolition and anti-slavery groups, the Liberia colonization movement.

4.1.8 Summarize the participation of Indiana citizens in the Civil War.
Examples: Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, resistance movements, and women on the home front.

Growth and Development: 1880 to 1920

4.1.9 Give examples of Indiana's increasing agricultural, industrial, and business development in the nineteenth century.
Examples: Growth of railroads and urban centers, such as Indianapolis, South Bend, Evansville, Fort Wayne, and Gary; expansion of the educational system and universities; the growth of labor unions.
Examples: Fort Wayne, Terre Haute, Kokomo, Muncie, Indianapolis, Evansville, New Albany, South Bend, and Gary.

4.1.10 Describe the participation of Indiana citizens in World War I and the changes the war brought to the state.

1920 to the Present

4.1.11 Identify important events and movements that changed life in Indiana in the twentieth century.
Examples: The Great Depression, World War II, African American migration from the South, post-war baby boom, civil rights movements, the Vietnam War, increase in Asian

and Hispanic immigration.

4.1.12 Research Indiana's agricultural and industrial transformation, emphasizing new technologies, transportation and international connections, in the last part of the twentieth century.
Examples: Use CD-Rom and Indiana history web sites to research new farming technologies, development of the highway system, establishment of ports in Indiana, air travel, high-tech industries.

Chronological Thinking, Comprehension, Analysis, and Interpretation

4.1.13 Organize and interpret time lines that show relationships among people, events, and movements in the history of Indiana.

4.1.14 Distinguish fact from opinion and fact from fiction in historical documents and other information resources*.
*Information resources: Print media, including books, magazines, and newspapers; electronic media, such as radio, television, web sites, and databases; and community resources, such as individuals and organizations
Example: Identify different opinions on local and state events and issues from documents, cartoons, television, and other media.

Research Capabilities

4.1.15 Using primary source* and secondary source* materials, generate a question, seek answers, and write brief comments about an event in Indiana history.
*Primary source: Autobiographies, diaries, letters, government documents, etc., developed by people who experienced the events being studied.
*Secondary source: Articles, biographies, and non-fiction books, etc., developed by people who have researched events but did not experience them directly.

STANDARD 2

Civics and Government

Students will describe the components and characteristics of Indiana's constitutional form of government; explain citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written, and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.

Foundations of Government

4.2.1 Explain the major purposes of Indiana's Constitution as stated in the Preamble.

4.2.2 Describe major rights, such as freedom of speech and freedom of religion, that people have under Indiana's *Bill of Rights (Article I of the Constitution).*

Functions of Government

4.2.3 Identify and explain the major responsibilities of the legislative, executive, and judicial branches of state government as written in the Indiana Constitution.

4.2.4 Identify major state offices and the duties and powers associated with them, such as governor, lieutenant governor, chief justice, state senators, and state representatives and how they are chosen, such as by election or appointment.

Relationship of the United States and Other Nations

4.2.5 Explain that Indiana is one of fifty states in the United States and that other countries are also made up of smaller units, such as states, provinces, or territories.

Roles of Citizens

4.2.6 Give examples of how citizens can participate in their state government, and explain the right and responsibility of voting.

4.2.7 Define and provide examples of civic virtues* in a democracy.
*Civic virtues: Qualities that contribute to the healthy functioning of a democracy
Examples: Individual responsibility, self-discipline/self-governance, civility, respect for the rights and dignity of all individuals, honesty, respect for the law, courage, compassion, reasoned patriotism, fairness, and commitment to the common good.

4.2.8 Use a variety of information resources* to research and write brief comments about a position or course of action on a public issue relating to Indiana's past or present.
*Information resources: Print media, including books, magazines, and newspapers; electronic media, such as radio, television, web sites, and databases; and community resources, such as individuals and organizations.

STANDARD 3

Geography

Students will explain how earth/sun relationships influence the climate of Indiana; identify the components of earth's physical systems; describe the major physical and cultural characteristics of Indiana; give examples of how the interaction of people with their environment has changed over time and continues to change; and identify regions of Indiana.

The World in Spatial Terms

4.3.1 Use latitude* and longitude* to locate places in Indiana and other parts of the world.
*Latitude: Imaginary lines that circle the globe from east to west. The equator is the line of latitude that divides the globe into two equal hemispheres.
*Longitude: Imaginary lines that circle the globe from north to south and pass through the poles.

4.3.2 Estimate distances between two places on a map, using a scale of miles, and use cardinal* and intermediate* directions when referring to relative location.
*Cardinal directions: North, South, East, and West
*Intermediate directions: Northeast, Southeast, Northwest, and Southwest

4.3.3 Explain the essential facts of earth/sun relationships* and be able to relate these to the climate of Indiana.
*Earth/sun relationships: The rotation and tilt of the earth on its axis and the revolution of the earth around the sun influence climate variation on earth. Indiana has major seasonal differences in climate relating to changes in the position of the sun and the amount of sunlight received.

Places and Regions

4.3.4 Locate Indiana on a map of the United States; indicate the state capital, major cities, and rivers in Indiana and be able to place these on a blank map of the state.

4.3.5 Map the physical regions of Indiana, and identify major natural resources and crop regions.

Physical Systems

4.3.6 Explain how glacial periods shaped Indiana's landscape and environment.

4.3.7 Describe the earth's atmosphere*, lithosphere*, hydrosphere*, and biosphere*, and

explain how these systems affect life in Indiana.
*Atmosphere: The gasses that surround the earth, including the air we breathe
*Lithosphere: Soil and rock that form the earth's surface
*Hydrosphere: All the water on the earth's surface, including the hydrologic cycle (precipitation, evaporation, and condensation)
*Biosphere: All plants and animals

Human Systems

4.3.8 Create a map, tracing the routes and methods of travel used by settlers to reach Indiana, and identify ways in which settlers have changed the landscape in Indiana over the past two hundred years.

Environment and Society, Uses of Geography

4.3.9 Create maps of Indiana at different times in history showing regions and major physical and cultural features; give examples of how people in Indiana have modified their environment over time.

4.3.10 Read and interpret thematic maps, such as transportation, population, and products, to acquire information about Indiana in the present and the past.

STANDARD 4

Economics

Students will study and compare the characteristics of Indiana's changing economy in the past and present.

4.4.1 Give examples of the kinds of goods* and services* produced in Indiana in different historical periods.
*Goods: Tangible objects, such as food, that can satisfy people's wants.
*Services: Actions that someone does for you, such as disposal of trash

4.4.2 Define productivity* and provide examples from Indiana history of how productivity has changed in Indiana during the past 100 years.
*Productivity: Amount of goods and services produced in a period of time divided by the productive resources used.
Example: Improved farm equipment has helped farms to produce more. Computers have helped businesses to produce more.

4.4.3 Explain why both parties benefit from voluntary trade*, and give examples of how people

in Indiana engaged in trade in different time periods.
*Trade: Voluntary exchange of goods or services

4.4.4 Explain that prices change as a result of changes in supply* and demand* for specific products.
*Supply: What producers are willing and able to sell at various prices.
*Demand: What consumers are willing and able to buy at various prices.

4.4.5 Give examples of Indiana's role in world trade.
Example: Identify products made by Indiana companies that are exported and foreign-owned companies that are manufacturing products in Indiana.

4.4.6 List the functions of money* and compare and contrast things that have been used as money in the past in Indiana, the United States, and the world.
*Functions of money: Helps people to trade, measures the value of items, facilitates saving.

4.4.7 Identify entrepreneurs* who have influenced Indiana and the local community.
*Entrepreneur: A person who takes a risk to start a business.
Examples: Studebaker brothers, Madam C.J. Walker, Eli Lilly, and Marie Webster.

4.4.8 Define profit* and describe how profit is an incentive for entrepreneurs.
*Profit: Revenues from selling a good or service minus the costs of producing the good or service.

4.4.9 Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used.

4.4.10 Explain how money helps people to save, and develop a savings plan in order to make a future purchase.

STANDARD 5

Individuals, Society, and Culture

Students will examine the interaction between individual and group behavior in community life; analyze the roles and relationships of diverse groups of people contributing to Indiana's cultural heritage; and describe the impacts of science, technology, and the arts on Indiana's culture.

4.5.1 Identify ways that social groups* influence individual behavior and responsibilities.
*Social group: A group of people who share common goals and interests
Example: When people belong to a group they usually interact with each other frequently

and follow the rules of the group.

4.5.2 Identify the different types of social groups to which people belong and the functions these groups perform.
Example: Social groups may have social, religious, recreational, cultural, educational, service, civic, political, or other functions.

4.5.3 Define the term cultural group*, and give examples of the challenges faced by diverse cultural groups in Indiana history.
*Cultural group: A group of people who share common language, religion, customs
Examples: Quakers faced religious and social differences. Recent Asian and Hispanic immigrants face the challenge of adapting to a new language and culture.

4.5.4 Describe the role of Indiana artists in American visual arts, literature, music, dance, and theatre.
Examples: James Whitcomb Riley, Gene Stratton-Porter, T.C. Steele, Janet Scudder, and the Hoosier Group.

4.5.5 Give examples of the impacts of science and technology* on the migration and settlement patterns of various groups.
*Technology: The knowledge of how to make things, as well as the invention and development of tools, machines, and skills by humans
Example: The invention of the steam engine changed the technology of travel and made it easier for immigrants to reach Indiana.

4.5.6 Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups in Indiana during different historical periods by reading biographies, historical accounts, stories, and electronic media, such as CD-ROMs and web sites.

GRADE FIVE
Overview

The K-8 **Indiana Academic Standards for Social Studies** are organized around five content areas. The content area standards and the types of learning experiences they provide to students in Grade Five are described below. On the pages that follow, age-appropriate concepts are listed underneath each standard. Skills for thinking, inquiry, and participation in a democratic society are integrated throughout.

Standard 1
History

Students will describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800 with an emphasis on the American Revolution and the founding of the United States.

Standard 2
Civics and Government

Students will identify main components and characteristics of the United States government. They will identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

Standard 3
Geography

Students will describe earth/sun relationships and the global grid system. They will identify major physical and cultural characteristics of the United States and its regions and name and locate the major physical features of each of the states and major cities of the United States. They will also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.

Standard 4
Economics

Students will describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods.

Standard 5
Individuals, Society, and Culture

Students will identify individuals and groups that have contributed to the development of the United States, investigate the way that individuals and groups cooperate to adapt to the environment and resolve conflicts, and examine the challenges faced and the contributions made by various cultural groups to American society.

GRADE FIVE

The United States –The Founding of the Republic

Students in Grade Five study the United States focusing on the influence of physical and cultural environments on national origins, growth, and development up to 1800. Emphasis should be placed upon study of American Indian cultures, European exploration, colonization, settlement, revolution against British rule, the founding of the republic, and the beginnings of the United States.

STANDARD 1

History

Students will describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800 with an emphasis on the American Revolution and the founding of the United States.

Historical Knowledge

Ways of Life Before and After the Arrival of Europeans to 1610

5.1.1 Give examples of early cultures and settlements that existed in North America prior to contact with Europeans.
Examples: Mississippian culture at Cahokia (600-1400 C.E.).

5.1.2 Examine accounts of early European explorations of North America, such as the Vikings' explorations and settlements in Greenland and North America, including accounts of interactions and conflicts between those early European explorers and Indians.

5.1.3 Identify and compare historic Indian groups of the West, Southwest, Northwest, Arctic and Sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.
Examples: Compare their styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology.

5.1.4 Trace the major land and water routes of European explorers of the Caribbean region and North America, and examine their individual stories and reasons for exploration.
Examples: Spanish expeditions by Christopher Columbus, Hernán Cortés, Hernando de Soto, and Francisco Vásquez de Coronado; expeditions by French explorers Jacques Cartier and Samuel de Champlain; and expeditions for England and Holland by explorers Henry Cabot, Henry Hudson, and John White.

5.1.5 Locate and compare early Spanish, French, and British settlements, such as St. Augustine, Roanoke Island, Quebec, Santa Fe, and Jamestown.

Colonization and Settlements: 1607 to 1763

5.1.6 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe the impact of exploration and settlement by Europeans on American Indians.

5.1.7 Identify and discuss instances of both cooperation and conflict between American Indians and European settlers, such as agriculture, trade, cultural exchanges, and military alliances, as well as later broken treaties, massacres, and conflicts over control of the land.
Example: King Philip's War (1675 to 1676) in New England was extremely costly to both sides; the French and Indian War was a conflict between the British and French to control territory in Northern America, which involved Indians.

5.1.8 Locate the thirteen British colonies that became the United States and describe their political, social, and economic organization and structure.

5.1.9 Evaluate the contributions of political and religious leaders in colonial America.
Examples: John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, and William Penn.

5.1.10 Examine the causes and consequences of the establishment of slavery, and describe how slavery became an issue that began to divide the Northern and Southern colonies.

The American Revolution: 1763 to 1783

5.1.11 Analyze the causes of the Revolution, such as colonial resistance to British imperial policies, the denial of traditional rights of Englishmen to American colonists, and taxation without representation.
Examples: The Stamp Act, Townsend Acts, taxes on tea, and the Coercive Acts.

5.1.12 Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approval of the Declaration of Independence (1776), publication of *Common Sense*, and major battles of the Revolutionary War.
Examples: King George III, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine, George Washington, and General Charles Cornwallis.

5.1.13 Assess the influence of other countries, such as France, Spain, Russia, Germany, Poland, and the Netherlands, in the American Revolution; identify individuals from other countries who assisted the American cause.
Examples: The Marquis de Lafayette, Bernardo de Galvez, Thaddeus Kosciusko, and Friedrich Wilhelm Von Steuben.

5.1.14 Identify and evaluate contributions of women during the American Revolution, including Abigail Adams, Martha Washington, Mercy Otis Warren, and Molly Pitcher.
Example: Research on the Internet using women's history web sites.

5.1.15 Explain consequences of the Revolution, including the drafting of state constitutions and the achievement of independence by the United States.

Making the United States Constitution and Establishing the Federal Republic: 1783 to 1800s

5.1.16 Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original thirteen states. Identify people who were involved in its development.
Examples: George Washington, James Madison, George Mason, Alexander Hamilton.

5.1.17 Describe the origins and drafting of the Bill of Rights, ratified in 1791.

5.1.18 Explain the development of the first American political parties and describe the presidential elections of 1792 (re-election of George Washington), 1796 (election of the second president, John Adams), and 1800 (election of Thomas Jefferson).

Chronological Thinking and Comprehension

5.1.19 Develop and interpret time lines showing major people, events, and developments in the early history of the United States from 1776-1801.

5.1.20 Read historical fiction and non-fiction about an event of the American Revolution and reconstruct the literal meaning of passages by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.
Examples: The Boston Massacre, the Battle of Lexington Green.

5.1.21 Examine an historical narrative about an issue of the time and distinguish between statements of opinion and those that are factually grounded.
Examples: Concerns about slavery, the controversy over the presidential election of 1800.

Research Capabilities

5.1.22 Identify and interpret primary source* and secondary source* materials that pertain to a problem confronting people during the founding period of the United States.
*Primary source: Autobiographies, diaries, letters, political cartoons, and government documents created by people who were involved in the events of the time
*Secondary source: Articles, biographies, non-fiction books, and films created by people who researched but were not involved in past events
Example: Controversy and debate about the ratification of the United States Constitution.

STANDARD 2

Civics and Government

Students will identify main components and characteristics of the United States government. They will identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

Foundations of Government

5.2.1 Explain why people need government by considering what life would be like in the absence of government.
Example: The purposes of government include the protection of individual rights and the attainment of the common good.

5.2.2 Identify and explain ideas about limited government*, the rule of law, and individual rights in key colonial-era documents.
*Limited government: The powers of government are specified and limited, usually by a written constitution in order to protect individual rights
Examples: The Mayflower Compact (1620), Fundamental Orders of Connecticut (1639), Massachusetts Body of Liberties (1641), and Pennsylvania Charter of Privileges (1701).

5.2.3 Give examples of how the British colonies developed forms of representative, self-government and democratic practices within the British imperial political system, including town meetings, colonial legislative bodies, and charters on individual freedoms and rights.

5.2.4 Identify and explain key ideas about government as noted in founding documents of the United States of America such as the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights.
Examples: Key ideas – union, popular sovereignty*, republican government* (republicanism), constitutional government* (constitutionalism), federal government**

(federalism), and individual rights.*
*Union: An alliance of citizens, colonies, states, or other entities for mutual interest or benefit
*Popular sovereignty: Government by consent of the governed who are the source of all authority in their government
*Republican government: Type of government in which power is exercised by representatives chosen by the people
*Constitutional government: Powers of government are distributed according to provisions of a constitution or supreme law, which effectively limit or restrain the exercise of power
*Federal government: Type of government in which power is divided between a central (general or national) government and its states, such as the states of the United States
*Individual rights: Personal, political, and economic rights possessed equally by each person

5.2.5 Summarize the principles and purposes of government in the Preamble to the Constitution of the United States.
Example: The purposes of government include the protection of individual rights to liberty and attainment of the common good or general welfare of society.

5.2.6 Identify and give examples of individual rights in *The Bill of Rights.*
Examples: The right to associate with whomever one pleases; the right to practice the religion of one's choice; the right to vote, speak freely, and criticize the government; the right to own property.

Functions of Government

5.2.7 Describe various kinds of elections such as primary elections, general elections, local, state, and national elections, including ones to select congressional and presidential office holders.

5.2.8 Describe the three branches of the United States government, their functions, and relationships.
Examples: Separation of powers, shared powers, and checks and balances involving the legislative (law making), executive (law enforcing), and judicial (law interpreting) branches of government.

Roles of Citizens

5.2.9 Demonstrate civic responsibility in group and individual actions, including civic dispositions, such as civility, cooperation, respect, and responsible participation.

5.2.10 Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government and the public agenda*, including voting and

participation in the election process.
*Public agenda: What the public needs and wants with respect to government action

Example: Research using government and political web sites to find ways for citizens to voice opinions.

5.2.11 Use a variety of information resources* to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.
*Information resources: Print media, including books, magazines, and newspapers. Electronic media, including radio, television, web sites, and databases.

STANDARD 3

Geography

Students will describe the global grid system used to locate places on earth precisely. They will identify major physical and cultural characteristics of the United States and its regions and name and locate the major physical features of each of the states and major cities of the United States. They will also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.

The World in Spatial Terms

5.3.1 Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the Prime Meridian.

Places and Regions

5.3.2 Name and locate states, major cities, major regions, major rivers and mountain ranges in the United States.

5.3.3 Compare the locations of cities today with Native American and colonial settlements, and suggest reasons for the locations of these places, such as near bodies of water, on a lowland, along a transportation route, near natural resources or sources of power.
Examples: Use geography software to show bodies of water and roads. Use Internet and other reference materials to locate early and modern cities.

Physical Systems

5.3.4 Locate the continental divide and the major drainage basins in the United States.

5.3.5 Map and describe the characteristics of climate regions of the United States.
Example: Distinguish between the moist eastern part of the United States and the drier western part. Explain how mountain ranges cut off moisture from specific regions.

Human Systems

5.3.6 Analyze how the location and natural environment of Spanish, French, and British colonies influenced their development.

5.3.7 Describe the major ways that land was used by Native Americans and colonists in each region, and explain how land use changed in the past and continues to change.

5.3.8 Identify the major manufacturing and agricultural regions in colonial America, and cite ways that agriculture and manufacturing have changed in the past and continue to change.

5.3.9 Interpret historical maps and create maps of the United States in different historical periods using map elements such as title, legend, directional indicator, scale, and projection.
Example: Use electronic sources, such as geographic information systems, to find, interpret, and create maps.

Environment and Society, Uses of Geography

5.3.10 Read fiction and non-fiction stories about how Native Americans and European settlers lived in early America and find examples of the various ways people adapted to and changed the environment.

5.3.11 Give examples of how specific physical features influenced historical events and movements.

STANDARD 4

Economics

Students will describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods.

5.4.1 Describe the economic activities within and among Native American cultures prior to contact with Europeans. Examine the economic factors that helped motivate European exploration and colonization.

5.4.2 Summarize a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.

Examples: Private ownership, markets, competition, rule of law, and consumer sovereignty.

5.4.3 Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.

5.4.4 Explain how education and training, specialization, and investment in capital resources* increase productivity*.
*Capital resources: Goods, such as tools, buildings, and equipment, used in production
*Productivity: Amount of goods and services produced in a period of time divided by the productive resources used

5.4.5 Use economic reasoning to explain why certain careers are more common in one region than in another, and how specialization results in more interdependence.

5.4.6 Predict the effect of changes in supply* and demand* on price.
*Supply: What producers are willing and able to sell at various price levels
*Demand: What consumers are willing and able to buy at various price levels

5.4.7 Analyze how the causes and effects of changes in price of certain goods* and services* had significant influence on events in United States history.
*Goods: Objects such as food or a toy that can satisfy people's wants
*Services: Actions that someone does for you, such as haircutting provided by a barber/hair stylist or dental care performed by a dentist
Example: The price of cotton, the price of beaver pelts, and the price of gold all are related to specific events and movements in the development of the United States.

5.4.8 Identify the elements of a personal budget and explain why personal spending and saving decisions are important.

STANDARD 5

Individuals, Society, and Culture

Students will identify individuals and groups that have contributed to the development of the United States, investigate the way that individuals and groups cooperate to adapt to the environment and resolve conflicts, and examine the challenges faced and the contributions made by various cultural groups to American society.

5.5.1 Describe basic needs that individuals have in order to survive, such as the need for food, water, shelter, and safety, and give examples of how people in early America adapted* to meet basic needs.

*Adaptation: The way people change behavior to meet their needs in a changing environment
Examples: Native American groups and early European settlers developed housing, clothing styles, and materials depending upon what was available in the local environment. Living and working in groups made it easier to build houses, hunt, and grow food for crops. People also live in groups today to meet basic and other needs.

5.5.2 Give examples of groups who made up communities* in early America, and compare the different ways that communities were organized.
*Community: A group of people (or groups of people) who often live close together and have similar interests or goals
Example: Communities in English colonies usually were made up of families as well as religious, military, business, school, and governmental groups. As the colonies grew, colleges and universities were established to provide higher education; militias were formed to provide for local defense; business groups were formed to carry out trade, and colonial assemblies were brought together to make laws. Less formal groups were formed to help meet social, civic, and recreational needs.

5.5.3 Read fiction and non-fiction stories about conflicts among and between groups of people at different stages in the formation of the United States, and give examples of how these conflicts were resolved.
Examples: Different religious views within communities sometime led to founding of new communities, such as Providence, Rhode Island, in 1644. During the revolutionary period, different political ideas led to conflicts between loyalists and patriots. During the development of the Constitution, the federalists and anti-federalists had differences of opinion about the role of government.

5.5.4 Compare significant examples of visual arts, crafts, music, architecture, and literature from early United States history, and illustrate how each reflects the times and cultural background of the historical period.
Example: The silver work and furniture of Paul Revere indicated an appreciation of both simplicity and elegance. The poetry of Phyllis Wheatley and popular songs, such as "Yankee Doodle," reflected the patriotic spirit of the time.

5.5.5 Analyze traditional arts, including folk tales and narratives that depict the experiences of ethnic, racial, and religious groups in different regions of the United States.

5.5.6 Read accounts of how scientific and technological innovations have affected the way people lived in the early United States, and make predictions about how future scientific and technological developments may change cultural life.

GRADE SIX
Overview

The K-8 **Indiana Academic Standards for Social Studies** are organized around five content areas. The content area standards and the types of learning experiences they provide to students in Grade Six are described below. On the pages that follow, age-appropriate concepts are listed underneath each standard. Skills for thinking, inquiry, and participation in a democratic society are integrated throughout.

Standard 1
History
Students will examine the key historic movements, events, and figures that contributed to the development of the modern European and American nations from early civilizations to early modern times.

Standard 2
Civics and Government
Students will compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.

Standard 3
Geography
Students will identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries, and cities of Europe and the Western Hemisphere.

Standard 4
Economics
Students will examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.

Standard 5
Individuals, Society, and Culture
Students will examine the role of individuals and groups in societies of Europe and the Americas, identify connections among cultures, and trace the influence of cultures of the past on present societies. They will also analyze patterns of change, including the impact of scientific and technological innovations, and examine the role of artistic expression in selected cultures of Europe and the Americas.

GRADE SIX

Peoples, Places, and Cultures in Europe and the Americas

Students in Grade Six study the regions and countries of Europe and the Americas, including geographical, historical, economic, political, and cultural relationships. The areas emphasized are Europe and North America, including Central America and the Caribbean, and South America.

STANDARD 1

History

Students will examine the key historic movements, events, and figures that contributed to the development of the modern European and American nations from early civilizations to early modern times.

Historical Knowledge

6.1.1 Describe the development of ancient Aegean civilizations, and the Greek city-based republics, including the cultural achievements of Athens.

6.1.2 Trace the major developments and achievements of the Roman republic and the rise and expansion of the Roman Empire.

6.1.3 Describe the migration of Jews and the spread of Christianity and the Roman Catholic Church in Western Europe during the Roman Empire.

6.1.4 Analyze the reasons for the decline and fall of the Roman Empire.

6.1.5 Explain the continuation and contributions of the eastern Roman Empire, referred to as the Byzantine Empire, after the fall of Rome, including its influence on the spread of Christianity in Russia and Eastern Europe.

6.1.6 Describe medieval society, and explain the political, social, and economic organization provided by the feudal system.

6.1.7 Analyze the diverse points of view and interests of those involved in the Crusades and give examples of the changes brought about by the Crusades.
Examples: The expansion of trade routes, increased contact between European and non-European peoples, changes in technology, and centralization of political and military power.

6.1.8 Explain the effects of the Black Death, or bubonic plague, along with economic, environmental, and social factors that led to the decline of medieval monarchies.

6.1.9 Examine the importance of Asian trade routes and trace the rise of cultural centers and trading cities, such as Florence and Venice.

6.1.10 Recognize the diverse perspectives, ideas, interests, and personalities that brought about the Renaissance in Europe.
Example: Ideas - the importance of the individual; scientific inquiry based on observation and experimentation; interest in Greek and Roman thought; and new approaches in the fine arts and literature. Personalities - Leonardo da Vinci, Michelangelo, Nicholas Copernicus, William Shakespeare, and Galileo Galilei.

6.1.11 Analyze the inter-connections of people, places, and events in the economic, scientific, and cultural exchanges that led to the European Renaissance and voyages of discovery.

6.1.12 Describe the development of Spain during and after the defeat of the Muslims and the completion of the "re-conquest" in 1492.

6.1.13 Describe the development of Mesoamerican* civilizations, such as the Mayas, Toltecs, and Aztecs in Mexico and the Incas in South America, prior to contact with Europeans.
Examples: Agricultural, scientific, and artistic achievements.
*Mesoamerica: The area of Mexico and Central America where early civilizations were located

6.1.14 Examine the causes and outcomes of the defeat of the Aztec and Incan empires by the Spanish.

6.1.15 Compare Spanish colonies in Mexico and South America with French and British colonies in Canada.

Chronological Thinking, Comprehension, Analysis, and Interpretation

6.1.16 Develop and compare time lines that identify major people, events, and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.

6.1.17 Use the terms "decade," "century," and "millennium," and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.

6.1.18 Recognize historical perspectives in fiction and non-fiction stories by identifying the historical context in which events unfolded and by avoiding evaluation of the past solely in terms of present-day norms.
Example: Read accounts of the travels of Marco Polo considering perspectives on the geography of the world during his time.

6.1.19 Analyze cause and effect relationships, keeping in mind multiple causation, including the importance of individuals, ideas, human interests, beliefs, and chance in history.

6.1.20 Differentiate between factual and fictional historical accounts; explain the meaning of historical passages by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.

Research Capabilities

6.1.21 Form research questions, and use a variety of information resources* to obtain, evaluate, and present historical data on the people, places, events, and developments in the history of Europe and the Americas.
*Information resources: Print media, including books, magazines, and newspapers; electronic media, such as radio, television, web sites, and databases; and community resources, such as individuals and organizations
Example: Collect data and develop maps, graphs, or spread sheets showing the impact of the Black Death on the population of Europe.

STANDARD 2

Civics and Government

Students will compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.

Foundations of Government

6.2.1 Compare the characteristics of different types of government developed by ancient European civilizations, such as the Greek democracies, the Roman Republic, and the Roman Empire, and compare its governments today.

6.2.2 Examine key ideas of the Magna Carta (1215), the Petition of Right (1628), and the English Bill of Rights (1689) as documents to place limits on the English monarchy.

6.2.3 Define the term nation-state*, and describe the rise of nation-states headed by monarchs in Europe from 1500 to 1700.
*Nation-state: A political entity that claims the right to rule over a defined territory and jurisdiction over everyone within it

Functions of Government

6.2.4 Identify major forms of government in Europe and the Americas, and compare them with that of the United States.
Examples: Compare the constitutional government of the United States with that of Canada or the United Kingdom; compare constitutional democracies with non-democracies, such as the Soviet Union in the past and Cuba in the present.

6.2.5 Describe the governmental institution of the European Union (EU) and its relationship to the sovereign governments of particular members of the EU.

Roles of Citizens

6.2.6 Define citizenship and roles of citizens in selected nation-states of Europe and the Americas, and make comparisons to the United States of America.
Example: Examine the roles of citizens in voting and participating in political parties and voluntary organizations of civil society.

International Relations

6.2.7 Identify the functions of governmental international organizations in the world today.
Examples: Examine the functions of the Organization of American States (OAS), the World Court, North Atlantic Treaty Organization (NATO), and the United Nations.

6.2.8 Analyze the impact of the concept of democracy on nations of Europe and the Americas.
Example: Explain the development of European democracies and political change toward democracy in South America.

6.2.9 Use data gathered from a variety of information resources* to compare different forms of government in Europe and the Americas.
*Information resources: Print media, including books, magazines, and newspapers; electronic media, such as radio, television, web sites, and databases; and community resources, such as individuals and organizations.

STANDARD 3

Geography

Students will identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries and cities of Europe and the Western Hemisphere.

The World in Spatial Terms

6.3.1 Explain the components of most maps (title, scale, legend, grid, and projection). Compare different map types (topographic, thematic, etc.) and different map projections, and explain the appropriate use for each.

6.3.2 Use latitude and longitude to locate places on earth and describe the uses of locational technology, such as Global Positioning Systems (GPS)* and Geographic Information Systems (GIS)*.
*Global Positioning Systems (GPS): A system of satellites and ground stations used to locate precise points on the surface of the earth
*Geographic Information Systems (GIS): Information technology systems used to store, analyze, manipulate, and display a wide range of geographic information

Places and Regions

6.3.3 Identify the names and locations of countries and major cities in Europe and the Western Hemisphere. Identify the states of Mexico and the provinces of Canada.

6.3.4 Describe major physical characteristics* of regions in Europe and the Americas.
*Physical characteristics: Natural features, such as land forms, water forms, climate, natural vegetation, and native wildlife

6.3.5 Describe major cultural characteristics* of regions in Europe and the Western Hemisphere.
*Cultural characteristics: Human features, such as population characteristics, communication and transportation networks, religion and customs, how people make a living or build homes and other structures.

Physical Systems

6.3.6 Explain how earth/sun relationships*, ocean currents, and winds influence climate differences on the earth.
*Earth/sun relationships: The rotation and tilt of the earth on its axis and the rotation of

the earth around the sun

6.3.7 Locate and map the climate regions of Europe and the Western Hemisphere. Describe the characteristics of each, and explain how they differ.

6.3.8 Identify major biomes*, and explain ways in which the natural environment of places in Europe and the Americas relates to their climate, which is influenced by earth/sun relationships.
*Biomes: Major ecological communities, such as rainforest, desert, grassland

Human Systems

6.3.10 Identify patterns of population distribution and growth in Europe and the Americas, and explain changes in these patterns, which have occurred over time.

6.3.11 Compare and contrast cultural patterns, such as language, religion, and ethnicity, in various parts of Europe, the Caribbean, and North, South, and Central America.

6.3.12 Research the reasons for the locations of the major manufacturing and agricultural regions of Europe and the Americas, using a variety of information resources*.
*Information resources: Print media, including books, magazines, and newspapers; electronic media, such as radio, television, web sites, and databases; and community resources, such as individuals and organizations

Environment and Society

6.3.13 Analyze the distribution of natural resources in Europe and the Western Hemisphere.

6.3.14 Analyze and give examples of the consequences of human impact on the physical environment, and evaluate ways in which technology influences human capacity to modify the physical environment.

6.3.15 Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of Europe and the Americas.

Uses of Geography

6.3.16 Give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in Europe and the Western Hemisphere.

6.3.17 Identify environmental issues that affect Europe and the Americas. Examine contrasting perspectives on these problems, and explain how human-induced changes in the physical environment in one place cause changes in another place.
Examples: Acid rain, air and water pollution, deforestation

STANDARD 4

Economics

Students will examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.

6.4.1 Give examples of how trade related to key developments in the history of Europe and the Americas.
Examples: The growth of trading towns and cities in medieval Europe led to money economies. Competition to expand world trade led to European voyages of trade and exploration.

6.4.2 Analyze how countries of Europe and the Americas have benefited from trade in different historical periods.
Examples: Increased production and consumption, lower prices.

6.4.3 Explain why international trade requires a system for exchanging currency between nations, and provide examples of currencies from Europe and the Americas.

6.4.4 Define types of trade barriers*.
*Trade barriers: Things that hinder trade, such as tariffs, quotas, or embargos

6.4.5 Describe how different economic systems* (traditional*, command*, market*, mixed*) in Europe and the Americas answer the basic economic questions on what to produce, how to produce, and for whom to produce.
*Economic systems: Ways that people allocate economic resources, goods, and services
*Traditional: Economic resources are allocated based on custom and tradition
*Command: Economic resources are allocated by the government or other central authority
*Market: Economic resources are allocated by individuals
*Mixed: Economic resources are allocated by some combination of traditional, command, or market systems

6.4.6 Explain how financial institutions (banks, credit unions, stocks-and-bonds markets) channel funds from savers to borrowers and investors.

6.4.7 Compare the standard of living of various countries of Europe and the Americas today using Gross Domestic Product* (GDP) per capita as an indicator.
*Gross Domestic Product: The value of all final goods and services produced in a country in a year

6.4.8 Analyze current economic issues in the countries of Europe or the Americas using a variety of information resources*.
*Information resources: Print media, including books, magazines, and newspapers; electronic media, such as radio, television, web sites, and databases; and community resources, such as individuals and organizations
Example: Use information search methods and the Internet to examine changes in energy prices and consumption.

6.4.9 Identify economic connections between the local community and the countries of Europe or the Americas, and identify job skills needed to be successful in the workplace.

6.4.10 Identify situations in which the actions of consumers and producers in Europe or the Americas help or harm other individuals who are not directly involved in the consumption or production of a product.
Examples: Improved education in another country might be helpful. An educated worker earns more and can buy more products, including products from other countries. Air or water pollution from production of a product would be harmful. Even those who do not consume the product are harmed by pollution.

6.4.11 Give reasons why saving and investment are important to the economies of the United States and other countries, and compare and contrast individual saving and investment options.
Examples: Savings accounts, certificates of deposit, and stocks.

STANDARD 5

Individuals, Society, and Culture

Students will examine the role of individuals and groups in societies of Europe and the Americas, identify connections among cultures, and trace the influence of cultures of the past on present societies. They will also analyze patterns of change, including the impact of scientific and technological innovations, and examine the role of artistic expression in selected cultures of Europe and the Americas.

6.5.1 Explain the term socialization*, and compare the way people learn the rules and their roles in the groups to which they belong in different cultures and times.
*Socialization: The process through which people learn the rules of society
Examples: Compare the different types of schooling that people have received in different times and places, such as in ancient Greece and Rome, in medieval Europe, and early America. Compare schools in specific countries in Europe with those in the United States in the present.

6.5.2 Distinguish between the material* and non-material* aspects of culture.

*Material culture: The things that a society makes or uses, such as clothing, shelter, food, tools, and other things needed for both survival and enjoyment
* Non-material culture: Behavior, such as customs, traditions, beliefs, values, interactions among people, and ways of going about daily activities

6.5.3 Explain that cultures change in three ways: through cultural diffusion*, invention*, and innovation*.
*Cultural diffusion: The spread of ideas from one culture to another
*Invention: A new idea about how something can be made or done
*Innovation: An improvement in a culture's technology

6.5.4 Give examples of how religious beliefs and philosophical ideas have spread from one culture to another among societies of Europe and the Americas.
Examples: The spread of Christianity from Europe to the Americas during the colonial period and the exchange of ideas about democratic government between Europe and the Americas in the past and the present are examples of the diffusion of ideas.

6.5.5 Identify examples of inventions and technological innovations that have brought about cultural change in Europe and the Americas, and examine their impact.
Example: Innovations in communications, such as computer technology, help to spread information and ideas very rapidly. One result may be an increase in the rate of cultural change.

6.5.6 Define the terms anthropology* and the related field of archeology*, and explain how these fields contribute to our understanding of societies in the present and the past.
*Anthropology - The study of human beings. There are four major fields of anthropology: cultural anthropology, forensic anthropology, linguistics, and archeology.
*Archeology - A branch of anthropology, which studies past cultures through the things that remain, such as buildings, tools, or pottery

6.5.7 Examine art, music, literature, and architecture in Europe and the Americas; explain their relationship to the societies that created them, and give examples of how artistic ideas have spread from one culture to another.

6.5.8 Use a variety of resources including newspapers, magazines, web sites, and data bases, to collect and analyze data on cultural factors in countries of Europe and the Americas. Use charts, graphs, and other data to compare and hypothesize the relation of these factors to a nation's development.

6.5.9 Examine artifacts*, including documents*, from other cultures to determine their use and significance.
*Artifact: Any object made or modified for use by human beings
Example: A seashell is a natural object, but a seashell that has been made into a necklace is an artifact.

*Document: A two-dimensional artifact, such as a letter, chart, map, photograph, painting, or drawing

GRADE SEVEN
Overview

The K-8 **Indiana Academic Standards for Social Studies** are organized around five content areas. The content area standards and the types of learning experiences they provide to students in Grade Seven are described below. On the pages that follow, age-appropriate concepts are listed underneath each standard. Skills for thinking, inquiry, and participation in a democratic society are integrated throughout.

Standard 1
History
Students will examine the major movements, events, and figures that contributed to the development of nations in modern Africa, Asia, and the Southwest Pacific from ancient civilizations to early modern times.

Standard 2
Civics and Government
Students will trace the historic development of different forms of government and various contemporary societies in Africa, Asia, and the Southwest Pacific.

Standard 3
Geography
Students will explain how earth/sun relationships affect the atmospheric and oceanic circulation systems, the seasons, and climate, and explain global time zones and their relation to longitude. They will identify and categorize the major geographic characteristics and regions of Africa, Asia, and the Southwest Pacific. They will also name and locate major physical features, countries, and major cities, and use geographic skills and technology to examine geographic relationships within and between these regions and the rest of the world.

Standard 4
Economics
Students will examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia, and the Southwest Pacific.

Standard 5
Individuals, Society, and Culture
Students will examine the role of individuals and groups in societies of Africa, Asia, and the Southwest Pacific, identify connections among cultures, and trace the influence of cultures of the past on present societies. They will also analyze patterns of change, including the impact of scientific and technological innovations and examine the role of artistic expression in selected cultures.

GRADE SEVEN

Peoples, Places, And Cultures in Africa, Asia, and the Southwest Pacific

Students in Grade Seven study the regions and nations of Africa, Asia, and the Southwest Pacific including historical geographical, economic, political, and cultural relationships. This study includes the following regions: Africa, Southwest and Central Asia, South Asia, Southeast Asia, East Asia, and the Southwest Pacific (Australia, New Zealand, and Oceania).

STANDARD 1

History

Students will examine the major movements, events, and figures that contributed to the development of nations in modern Africa, Asia, and the Southwest Pacific from ancient civilizations to early modern times.

Historical Knowledge

7.1.1 Explain the rise of early civilizations in the river valleys of the Tigris and Euphrates in Mesopotamia and along the Nile in Northeastern Africa, including Egypt and Kush.

7.1.2 Describe the achievements of ancient Egypt in art, architecture, religion, and government and the development of the concept of theocracy*.
*Theocracy: Government by priests or a monarch presumed to be divine

7.1.3 Compare the early civilizations of the Indus River Valley in India with the Huang-He of China.

7.1.4 Describe the historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.

7.1.5 Explain the importance of early trade routes in the eastern Mediterranean, India, and China, including the early "Silk Road."

7.1.6 Describe the extent and influence of Muslim civilization, including political organization, the growth of cities, the development of trans-Saharan and other trade routes, and scientific and cultural contributions to other cultures of the time.

7.1.7 Describe the development of Sub-Saharan civilizations in Africa, including the kingdoms of Ghana, Mali, and Songhai and the importance of historic political and trading centers, such as Timbuktu.

7.1.8 Describe developments in agriculture, technology, and commerce during the T'ang and Song Dynasties in China.

7.1.9 Explain how Mongol rulers of China extended the Empire and both adapted to and changed Chinese culture.

7.1.10 Describe advances in Chinese society under the Ming Dynasty including agriculture, art, architecture, navigation, and public administration through the scholar-official class.

7.1.11 Explain how Japan became more independent of earlier Chinese influences, developing its own political, religious, social, and artistic traditions.

7.1.12 Describe the development of Japanese court life, the shogunate and warrior class system, feudalism, and the rise of military society.

7.1.13 Trace the voyages of exploration from Europe that resulted in colonization of parts of Asia and the Southwest Pacific.
Example: Imperial rule of Indonesia by the Dutch, of the Philippines by the Spanish, colonization and settlement in Australia and New Zealand by the British, and of islands in Oceania by the British and French.

7.1.14 Identify European nations that colonized Asia and Africa.
Examples: The Portuguese in Africa and Southern Asia, the British in India, the Russians in Central Asia, and the French in Northern and Western Africa.

Chronological Thinking, Comprehension, Analysis, and Interpretation

7.1.15 Develop and compare time lines that identify major people, events, and developments in the history of the individual civilizations and/or countries that comprise Africa, Asia, and the Southwest Pacific.

7.1.16 Recognize the interconnection of historical people, places, events, and developments that have taken place in civilizations of Africa, Asia, and The Southwest Pacific.

7.1.17 Recognize historical perspective by identifying the historical context in which events occurred, and avoid evaluating the past solely in terms of present-day norms.

7.1.18 Analyze cause-and-effect relationships, bearing in mind multiple causation, including the importance of individuals, ideas, human interests, beliefs, and chance in history. Keep in mind that there may be more than one cause for an event or movement.

7.1.19 Analyze multiple perspectives on a current event relating to Africa, Asia, or the Southwest Pacific. Read and examine more than one account of the event and distinguish between statements of opinion, and those that are statements of fact.

Research Capabilities

7.1.20 Form and respond to historical questions, and use a variety of information resources* to find and evaluate historical data on the people, places, events, and developments that have played a part in the history of Africa, Asia, and the Southwest Pacific.
*Information resources: Print media, including books, magazines, and newspapers; electronic media, such as radio, television, web sites, and databases; and community resources, such as individuals and organizations

Issues-Analysis, Decision-Making, Planning, and Problem Solving

7.1.21 Identify and evaluate solutions and alternative courses of action chosen by people to resolve problems confronting people in Africa, Asia, and the Southwest Pacific. Consider the information available, interests of those affected by the decision, and the consequences of each course of action.

STANDARD 2

Civics and Government

Students will trace the historic development of different forms of government and compare various contemporary governments in Africa, Asia, and the Southwest Pacific.

Foundations of Government

7.2.1 Give examples of the different routes to independence from colonial rule taken by countries in Asia, Africa, and the Southwest Pacific.
Examples: Australia, India, South Africa.

7.2.2 Identify principles and practices of democracy in current governments of Africa, Asia, and The Southwest Pacific by such countries as India, Japan, the Republic of South Africa, and New Zealand.

Functions of Government

7.2.3 Compare the parliamentary democracies of Australia and New Zealand with government in the United States in terms of distribution of powers, limited government, the rule of law, and individual rights.

7.2.4 Identify different forms of government in Africa and Asia, which include examples of limited/unlimited government.
Examples: Representative democracy, parliamentary democracy, republic, dictatorship, monarchy.

Roles of Citizens

7.2.5 Define and compare citizenship and the citizen's role in selected countries of Africa, Asia, and the Southwest Pacific.
Examples: Compare methods of voting, participation in voluntary organizations of civil society, and participation in government.

International Relations

7.2.6 Explain how African and Asian nations interact with each other.
Examples: Trade, diplomacy, treaties and agreements, humanitarian aid, economic incentives and sanctions, and the threat and use of military force.

7.2.7 Describe different sources of authority and power of government in African and Asian countries.
Examples: Tradition, religion, force, constitution, consent of the governed.

7.2.8 Assess the extent of democracy and observance of human rights in various African, Asian, and Southwest Pacific countries.

7.2.9 Use data gathered from a variety of information resources* to research current political trends and events in African, Asian, and Southwest Pacific countries.
*Information resources: Print media, including books, magazines, and newspapers; electronic media, such as radio, television, web sites, and databases; and community resources, such as individuals and organizations

STANDARD 3

Geography

Students will explain why climates differ and identify the physical and cultural features of regions and countries of Africa, Asia, and the Southwest Pacific (Australia, New Zealand, and Oceania).

The World in Spatial Terms

7.3.1 Explain the role of earth/sun relationships in influencing the climate and ecosystems of Asia, Africa, and the Southwest Pacific.

7.3.2 Use different map projections and compare the way they represent the Eastern Hemisphere.

7.3.3 Use four spatial map elements (point, line, area, and volume) to interpret information on maps, globes, and geographic information systems (GIS).

Places and Regions

7.3.4 Name and locate major regions, mountain ranges, river systems, countries, and cities in Africa, Asia, and the Southwest Pacific.

7.3.5 Identify and compare physical and cultural sub-regions of Africa, Asia, and the Southwest Pacific.

Physical Systems

7.3.6 Locate and map the climate regions of the Eastern Hemisphere, and explain how and why they differ.

7.3.7 Explain how physical processes have shaped the earth's surface. Classify these processes according to those that have built up the earth's surface (mountain-building and alluvial deposition*) and those that wear away at the earth's surface (erosion).
*Alluvial deposition: The deposit of dirt and debris caused by the flow of water

7.3.8 Identify and explain the distribution of ecosystems in Africa and in Asia in terms of climate and land form patterns.

7.3.9 Explain why specific areas of Africa and Asia have major petroleum and mineral deposits and describe the physical processes that resulted in deposits in these locations.
Example: The central plateau of Africa has a large part of the world's industrial minerals, such as copper, cobalt, and diamonds.

7.3.10 Describe the restrictions that climate and land forms place on land use in regions of Africa and Asia, and be able to discern how patterns of population distribution reflect these restrictions.

Human Systems

7.3.11 Give reasons why rates of population growth and life expectancy vary among countries in Africa and Asia.

7.3.12 Investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income in Africa, Asia, and the Southwest Pacific.

7.3.13 Use maps, charts, and graphs to compare rural and urban populations in selected countries.

Environment and Society

7.3.14 Analyze historical maps, and give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in Asia, Africa, and the Southwest Pacific.

7.3.15 Use a variety of information resources* to identify current issues related to natural resources in selected countries in Africa, Asia, and the Southwest Pacific, and examine contrasting perspectives on these issues.
*Information resources: Print media, including books, magazines, and newspapers; electronic media, such as radio, television, web sites, and databases; and community resources, such as individuals and organizations

Uses of Geography

7.3.16 Develop maps of Africa, Asia, and the Southwest Pacific in different historical periods showing political divisions and major physical and cultural features.

STANDARD 4

Economics

Students will examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia, and the Southwest Pacific.

7.4.1 Give examples of trade between countries in Africa, Asia, and the Southwest Pacific. Explain how voluntary trade benefits countries and results in higher standards of living. Example: Voluntary trade results in increased production, increased consumption of goods and services, and lower prices for consumers.

7.4.2 Identify economic connections between the local community and the countries of Africa, Asia, or the Southwest Pacific.

7.4.3 Illustrate how international trade requires a system for exchanging currency between and among nations.

7.4.4 Describe why and how different economic systems* (traditional*, command*, market*, mixed*) in countries of Africa, Asia, and the Southwest Pacific answer the basic economic questions of what to produce, how to produce, and for whom to produce.
*Economic systems: Ways that people allocate economic resources, goods, and services
*Traditional: Economic resources are allocated based on custom and tradition
*Command: Economic resources are allocated by the government or other central authority
*Market: Economic resources are allocated by individuals
*Mixed: Economic resources are allocated by come combination of traditional, command, or market systems

7.4.5 Explain how banks and other financial institutions channel funds from savers to borrowers and investors in Africa, Asia, and the Southwest Pacific.

7.4.6 Compare and contrast the standard of living of various countries in Africa, Asia, and the Southwest Pacific using Gross Domestic Product* (GDP) per capita as an indicator.
*Gross Domestic Product: The value of all final goods and services produced in a country in a year

7.4.7 Describe ways that people can increase individual human capital.
Example: Acquiring knowledge and skills through education or training.

7.4.8 Identify situations in which the actions of consumers and producers in Asia, Africa, and the Southwest Pacific are helpful "spillovers" or harmful "spillovers" to people inside and outside a country who are not directly involved in the consumption or production of a product.
Example: A helpful "spillover" might be education. We all are better off if we have an educated workforce. A harmful "spillover" might be air or water pollution from production of a product. Even those who do not consume the product are hurt by pollution.

7.4.9 Research how individuals save and invest in different countries of Asia, Africa, and the Southwest Pacific compared to the United States.

STANDARD 5

Individuals, Society, and Culture

Students will examine the role of individuals and groups in societies of Africa, Asia, and the Southwest Pacific, identify connections among cultures, and trace the influence of cultures of the past on present societies. They will also analyze patterns of change, including the impact of scientific and technological innovations and examine the role of artistic expression in selected cultures.

7.5.1 Compare and contrast how social institutions, including the family, religion, education, government, and the economic system influence individual behavior in different societies in Africa, Asia, and the Southwest Pacific in the past and present.
Example: Compare ideas regarding individual responsibility in Confucianism and Buddhism, or compare the role of the individual in family life in selected cultures.
Example: Compare and contrast different perspectives about the social status role of the individual in Mongol China and feudal Japan.

7.5.2 Explain the term social status*, describe how this concept helped to determine individual roles in African and Asian societies in the past, and compare with ideas about social status today.
*Social status: The position a person has in a society
Example: Identify the various levels of society in ancient Egypt, and compare them with levels of Egyptian society today.

7.5.3 Give examples of specific changes in societies in Africa, Asia, and the Southwest Pacific as a result of cultural diffusion* in the past and present.
*Cultural diffusion: The spread of ideas from one culture to another
Example: Trace the spread of Islam to areas of Africa and Asia during the Middle Ages or the spread of European languages to the Southwest Pacific and parts of Asia and Africa during the period of European exploration and colonization.

7.5.4 Examine the impact of cultural change brought about by technological inventions and innovations in the past and present.
Example: Trace the technology of paper making from its origins in China in about 100 C.E., to its spread to the Middle East, Africa, and Europe in the Middle Ages, and speculate about its possible impact.

7.5.5 Trace steps in the development of written language, including the evolution of Sumerian cuneiform, Egyptian hieroglyphics, and Chinese cailigraphy.

7.5.6 Identify major languages spoken in areas of Asia, Africa, and the Southwest Pacific, and give examples of how language, literature, and the arts have contributed to the development and transmission of culture.

7.5.7 Define the term ethnocentrism*, and give examples of how this attitude can lead to cultural misunderstandings.
*Ethnocentrism: The attitude that one's own culture is superior to any other culture
Example: Traders and explorers in the past tended to consider the cultures they encountered as inferior. They may, in turn, have been considered inferior by the people they encountered.

7.5.8 Use a variety of information resources* to identify examples of present conflicts between cultural groups or nations, and analyze the historical and geographical background of such conflicts.
*Information resources: Print media, including books, magazines, and newspapers; electronic media, such as radio, television, web sites, and databases; and community resources, such as individuals and organizations
Example: Use newspapers, magazines, CD-ROMs, and web sites to gather information about the historical, religious, and territorial origins of the conflict between Israelis and Palestinians.

7.5.9 Give examples of the benefits of connections among cultures, such as developing opportunities for trade, cooperating in seeking solutions to mutual problems, learning from technological advances, acquiring new perspectives, and benefiting from developments in architecture, music, and the arts.

GRADE EIGHT
Overview

The K-8 **Indiana Academic Standards for Social Studies** are organized around five content areas. The content area standards and the types of learning experiences they provide to students in Grade Eight are described below. On the pages that follow, age-appropriate concepts are listed underneath each standard. Skills for thinking, inquiry, and participation in a democratic society are integrated throughout.

Standard 1
History
Students will examine the relationship and significance of themes, concepts, and movements in the development of United States history, including review of key ideas related to the discovery, exploration, and colonization of America, and the revolution and founding era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.

Standard 2
Civics and Government
Students will explain the major principles, values, and institutions of constitutional government and citizenship, which are based on the founding documents of the United States.

Standard 3
Geography
Students will explain how earth/sun relationships affect the atmospheric and oceanic circulation systems, the seasons, and climate, and use latitude and longitude to find exact locations of places. They will identify and categorize the major geographic characteristics of the United States and its regions. They will also name and locate the major physical features of the United States, each of the states, and all major cities, and use geographic skills and technology to examine the influence of geographic factors on national development, both in the past and today.

Standard 4
Economics
Students will identify, describe, and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

Standard 5
Individuals, Society, and Culture
Students will examine the influence of individuals, ideas, and cultural movements in the development of the United States; consider the impact of scientific and technological developments on cultural life, and analyze the importance of artistic expression in the development of the American nation

GRADE EIGHT

United States History – Growth And Development

In Grade Eight, students focus upon United States history, beginning with a brief review of early history, including the Revolution and founding era, and the principles of the United States and Indiana constitutions, as well as other founding documents and their applications to subsequent periods of national history and to civic and political life. Students then study national development, westward expansion, social reform movements, and the Civil War and Reconstruction.

STANDARD 1

History

Students will examine the relationship and significance of themes, concepts, and movements in the development of United States history, including review of key themes related to interaction of Indians and Europeans, the exploration and colonization of America, and the revolution and founding era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.

Historical Knowledge

The American Revolution and Founding of the United States of America: 1754 to 1801

8.1.1 Describe major Indian groups of eastern North America, including early conflicts with European settlers.

8.1.2 Compare and contrast the relationships among the British, French, Spanish, and Dutch in their struggle for control of North America during European settlement and colonization.

8.1.3 Identify and explain the conditions, causes, consequences, and significance of the French and Indian War (1754 to 1763), and the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761 to 1775).

8.1.4 Identify fundamental ideas in the Declaration of Independence (1776), and analyze the causes and effects of the Revolutionary War (1775 to 1783), including enactment of the Articles of Confederation and the Treaty of Paris.

8.1.5 Identify and explain key events leading to the creation of a strong union among the thirteen original states and in the establishment of the United States as a federal republic. *Examples: The enactment of state constitutions, the Constitutional Convention, ratifying* *conventions of the American states, and debate by Federalists versus Anti-Federalists about approval or disapproval of the 1787 Constitution (1787 to1788).*

8.1.6 Identify the steps in the implementation of the federal government under the United States Constitution, including the First and Second Congresses of the United States (1789 to 1792).

8.1.7 Describe the origin and development of political parties, the Federalists, and the Democratic Republicans (1793 to 1801).

8.1.8 Evaluate the significance of the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican party led by the new President, Thomas Jefferson (1801).

8.1.9 Describe the influence of individuals on social and political developments.
Examples: James Otis, Mercy Otis Warren, Samuel Adams, Thomas Paine, George Washington, John Adams, Abigail Adams, Patrick Henry, Thomas Jefferson, James Madison, Alexander Hamilton, and Benjamin Banneker.

8.1.10 Compare differences in ways of life in the northern and southern states, including the growth of towns and cities in the North and the growing dependence on slavery in the South.

National Expansion and Reform: 1801 to 1861

8.1.11 Explain the events leading up to and the significance of the Louisiana Purchase (1803) and the expedition of Lewis and Clark (1803 to 1806).

8.1.12 Explain the main issues, decisions, and consequences of landmark Supreme Court cases: *Marbury v. Madison* (1803), *McCulloch v. Maryland* (1819), and *Gibbons v. Ogden* (1824).

8.1.13 Explain the causes and consequences of the War of 1812, including the Rush-Bagot Agreement (1818).

8.1.14 Examine the international problem that led to the Monroe Doctrine (1823) and assess its consequences.

8.1.15 Explain the concept of manifest destiny and its relationship to the westward movement of settlers and territorial expansion, including the purchase of Florida (1819), the annexation of Texas (1845), the acquisition of the Oregon Territory (1846), and territorial acquisition resulting from the Mexican War (1846 to 1848).

8.1.16 Describe the abolition of slavery in the northern states, conflict and compromises associated with westward expansion of slavery, such as the Missouri Compromise (1820), and the continued resistance to slavery by African Americans.

8.1.17 Identify the key ideas of Jacksonian democracy, and explain their influence on political participation, political parties, and constitutional government.

8.1.18 Analyze different interests and points of view of individuals and groups involved in the abolitionist, feminist, and social reform movements and in sectional conflicts.

8.1.19 Describe the impact of the California gold rush (1849) on the westward expansion of the United States.

8.1.20 Explain the influence of individuals on key events and developments of the early United States.
Examples: Thomas Jefferson, Robert Fulton, Meriwether Lewis, William Clark, Sacajewea, Daniel Boone, Little Turtle, Tecumseh, Black Hawk, John Marshall, James Madison, Dolley Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, and Lucretia Mott.

The Civil War and Reconstruction Period: 1850 to 1877

8.1.21 Analyze the causes and effects of events leading to the Civil War, including development of sectional conflict over slavery.
Examples: The Compromise of 1850, furor over publication of Uncle Tom's Cabin (1852), Kansas-Nebraska Act (1854), the Dred Scott Case (1857), the Lincoln-Douglas Debates (1858), and the presidential election of 1860.

8.1.22 Describe the importance of key events in the Civil War, including the battles of Antietam, Vicksburg, and Gettysburg, and the Emancipation Proclamation and Gettysburg Address (1861 to 1865).

8.1.23 Explain and evaluate the policies, practices, and consequences of Reconstruction, including the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.

8.1.24 Describe the conflicts between Indians and settlers of the Great Plains.

8.1.25 Identify the influence of individuals on political and social events and movements.
Examples: Henry Clay, Harriet Tubman, Harriet Beecher Stowe, Roger Taney, Stephen A. Douglas, Abraham Lincoln, Frederick Douglass, John Brown, Jefferson Davis, Clara Barton, Robert E. Lee, Ulysses S. Grant, William T. Sherman, Andrew Johnson, Thaddeus Stevens, Susan B. Anthony, Sitting Bull, Crazy Horse, and Chief Joseph.

Chronological Thinking

8.1.26 Develop and interpret United States history time lines from 1750 to 1877 by designating appropriate intervals of time and recording events according to the chronological order in which they occurred.

Comprehension, Analysis, and Interpretation

8.1.27 Recognize historical perspective by identifying the historical context in which events unfolded and by avoiding evaluation of the past solely in terms of present-day norms.

8.1.28 Identify, evaluate, and distinguish fact from opinion in a variety of information resources*; differentiate between historical facts and interpretations, recognizing that the facts the historian reports reflects his or her judgment of what is most significant about the past.
*Information resources: Print media, including books, magazines, and newspapers; electronic media, such as radio, television, web sites, and databases; and community resources, such as individuals and organizations

8.1.29 Distinguish in historical narratives between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.

Research Capabilities

8.1.30 Form historical research questions and seek responses by analyzing primary resources, such as autobiographies, diaries, maps, photographs, letters, and government documents and secondary resources, such as biographies and other non-fiction books and articles on the history of the United States.
Examples: Analyze and interpret the Virginia Statute for Religious Freedom (1786), President George Washington's Farewell Address (1796), the First Inaugural Address by Thomas Jefferson (1801), the Declaration of Sentiments and Resolutions of the Seneca Falls Convention (1848), and the Second Inaugural Address by Abraham Lincoln (1865).

Issues-Analysis, Decision-Making, Planning, and Problem Solving

8.1.31 Examine the causes of problems in the past, and evaluate solutions chosen as well as possible alternative courses of actions. Consider the information available at the time, the interests of those affected by the decision, and the consequences of each course of action.

STANDARD 2

Civics and Government

Students will explain the major principles, values, and institutions of constitutional government and citizenship, which are based on the founding documents of the United States.

Foundations of Government

8.2.1 Identify and explain essential ideas of constitutional government, which are expressed in the founding documents of the United States of America, including the Virginia Declaration of Rights, the Declaration of Independence, Virginia Statute for Religious Freedom, Massachusetts Constitution of 1780, the Northwest Ordinance, the 1787 U.S. Constitution, Bill of Rights, Federalist and Anti-Federalist papers, Washington's Farewell Address (1796) and Jefferson's First Inaugural Address (1801).
Example: The essential ideas include limited government, rule of law, due process of law, separated and shared powers, checks and balances, federalism, popular sovereignty, republicanism, representative government, and individual rights to life, liberty, property, freedom of conscience, and due process of law.

8.2.2 Distinguish between a subject and a citizen.
Examples: In a non-democratic political system, a subject passively follows the ruler or rulers. In a democratic political system, a citizen may play an active role in making laws or in selecting representatives to make them.

8.2.3 Identify and explain the relationship between rights and responsibilities of citizenship in the United States.
Example: The right to vote and the responsibility to use this right carefully and effectively.

8.2.4 Define and explain the importance of individual and civic responsibilities.
Examples: Individual responsibilities might include taking care of yourself, accepting responsibility for the consequences of your actions, assuming the responsibility to become educated, and supporting your family. Civic responsibilities might include obeying the law, respecting the rights of others, being an informed citizen, becoming involved in civic affairs, monitoring the actions of governmental officials, communicating with elected representatives, voting, paying taxes, serving in the armed forces, and serving on juries.

8.2.5 Identify the ways that people become citizens of the United States.

Functions of Government

8.2.6 Define, compare, and contrast unitary*, federal*, and confederate* forms of governmental organization.
*Unitary system: A system that concentrates all governmental power in a central or national government
*Federal system: A system in which power is divided and shared between national and state governments
*Confederate system: A system of government in which sovereign states delegate powers to a national government for specific purposes

8.2.7 Distinguish between the different functions of national and state government within the federal system by analyzing the Constitution of the United States and the Indiana Constitution.
Example: Identify important services provided by state government, such as maintaining state roads and highways, enforcing health and safety laws, and supporting educational institutions. Compare those services to functions of the federal government, such as defense.

8.2.8 Explain how and why legislative, executive, and judicial powers are distributed, shared, and limited in the constitutional government of the United States.

8.2.9 Examine functions of the national government in the lives of people, including purchasing and distributing public goods and services, financing government through taxation, conducting foreign policy, and providing a common defense.

Roles of Citizens

8.2.10 Explain the importance in a democratic republic of responsible participation by citizens in voluntary civil associations/non-governmental organizations that comprise civil society.

8.2.11 Describe various types of elections, and explain ways that citizens can participate in political parties, campaigns, and elections, such as primary, general, state, local, and national elections.

8.2.12 Explain how citizens can monitor and influence the development and implementation of public policies.

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8.2.13 Research and defend positions on issues in which fundamental values and principles related to the Constitution of the United States are in conflict, using a variety of information resources*.
*Information resources: Print media, including books, magazines, and newspapers; electronic media, such as radio, television, web sites, and databases; and community resources, such as individuals and organizations
Examples: Majority rule and minority rights, liberty and equality, or individual rights and the common good.

STANDARD 3

Geography

Students will identify the major geographic characteristics of the United States and its regions. They will name and locate the major physical features of the United States, each of the states, and major cities, and use geographic skills and technology to examine the influence of geographic factors on national development.

The World in Spatial Terms

8.3.1 Read a topographic map to interpret its symbols. Determine the land forms and human features that represent physical and cultural characteristics* of areas in the United States.
*Cultural characteristics: Human features, such as population characteristics, communication and transportation networks, religion and customs, how people make a living or build homes and other structures.

Places and Regions

8.3.2 Map and locate all states of the United States, major cities, mountain ranges, and river systems of the United States.

Physical Systems

8.3.3 Locate and map the major climate regions in the United States and describe the characteristics of each climate type.

8.3.4 Name and describe processes that build* up the land and processes that erode* it.
*Building: Forces that build up the earth's surface include mountain building and deposit of dirt by water, ice, and wind. The Mississippi Delta is made up almost entirely of eroded material.
*Eroding: Forces that erode or wear away the earth include freezing and thawing water, glaciers, and wind.

Example: The Appalachian Mountains are a formation that has undergone erosion.

Human Systems

8.3.5 Identify the agricultural regions of the United States, and be able to give reasons for the type of land use during different historical periods.

8.3.6 Map changes in national boundaries, distribution of population, and economic activities at critical stages of development in the eighteenth and nineteenth centuries in the United States.

8.3.7 Analyze geographic factors that have influenced migration and settlement patterns, and relate them to the economic development of the United States.
Example: The presence of a major waterway influences economic development and the workers who are attracted to that development.

Environment and Society

8.3.8 Develop maps showing the distribution of natural resources, such as forests, water sources, wildlife in the United States at the beginning of the nineteenth century, and give examples of how people exploited these resources as the country became more industrialized and people moved westward.

8.3.9 Identify ways people modified the physical environment as the United States developed, and the types of problems that came as a result.
Examples: Identify urbanization, deforestation, and extinction or near extinction of wildlife species.

Uses of Geography

8.3.10 Explain the importance of the major mountain ranges and the major river systems in the development of the United States in the eighteenth and nineteenth centuries.
Example: Locate major cities, and suggest reasons for their location and development.

8.3.11 Use information technology, such as geographic information systems and remotely sensed images to gather information on ways people have changed the physical environment of the United States in the nineteenth century.

STANDARD 4

Economics

Students will identify, describe, and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

8.4.1 Identify economic factors contributing to the European exploration and colonization in North America and the American Revolution, and the drafting of the Constitution of the United States.

8.4.2 Illustrate elements of the three types of economic systems using cases from United States history.
Examples: Traditional economy; command economy*; market economy.*
*Traditional economy: Resources are allocated based on custom and tradition.
*Command economy: The government or other central authority allocates resources.
*Market economy: Resources are allocated by decisions of individuals and businesses.

8.4.3 Evaluate how the characteristics of a market economy have affected the economic development of the United States.
Examples: Characteristics included the role of entrepreneurs, private property, markets, competition, and self-interest.

8.4.4 Explain the basic economic functions of the government in the economy of the United States.
Examples: The government provides a legal framework, promotes competition, provides public goods and services, controls the effects of market failures, and regulates interstate commerce.

8.4.5 Analyze contributions of entrepreneurs, inventors, and other key individuals in the development of the United States economy.
Examples: Contributors included Alexander Hamilton, Lewis and Clark, Eli Whitney, Samuel Gompers, Madam C.J. Walker, Andrew Carnegie, and George Washington Carver.

8.4.6 Relate technological change and inventions to changes in labor productivity in the United States in the eighteenth and nineteenth centuries.
Example: The cotton gin increased labor productivity in the early nineteenth century.

8.4.7 Trace the development of different kinds of money used in the United States, and explain how money helps make saving easier.

Examples: Types of money included wampum, tobacco, gold and silver, state bank notes, greenbacks, and Federal Reserve Notes.

8.4.8 Examine the development of the banking system in the United States.
Example: Examine such elements as the central bank controversy, the state banking era, and the development of a gold standard.

8.4.9 Explain and evaluate examples of domestic and international interdependence throughout United States history.
Examples: Triangular trade routes, regional exchange of resources.

8.4.10 Examine the importance of borrowing and lending (the use of credit) in the United States, and list the advantages and disadvantages of using credit.

8.4.11 Compare and contrast job skills needed in different time periods in United States history, and use a variety of information resources* to research jobs and careers.
*Information resources: Print media, including books, magazines, and newspapers; electronic media, such as radio, television, web sites, and databases; and community resources, such as individuals and organizations

STANDARD 5

Individuals, Society, and Culture

Students will examine the influence of individuals, ideas, and cultural movements in the development of the United States; consider the impact of scientific and technological developments on cultural life, and analyze the importance of artistic expression in the development of the American nation.

8.5.1 Examine key ideas of individuals in the Second Great Awakening, such as Henry Ward Beecher, and explain their relationship to social reform movements in the early decades of the 1800s.

8.5.2 Compare and contrast the beliefs of Ralph Waldo Emerson and Henry David Thoreau about the role of individuals in society.

8.5.3 Examine the concepts of a work ethic, philanthropy, volunteerism, and concern for the common good as important aspects of American society in the eighteenth and nineteenth centuries.
Example: In the 1830s, French observer Alexis de Tocqueville noted the importance of volunteerism, the American tendency to form voluntary associations to address community needs.

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8.5.4 Trace the development of the American educational system, including the work of Horace Mann in the public schools movement (1830s to 1850s), and describe the differences in educational opportunities for girls and women, African Americans, and students in rural areas.

8.5.5 Give examples of how immigration affected American culture in the decades before and after the Civil War, including growth of industrial sites in the North, religious differences, tensions between middle class and working class people, particularly in the Northeast, and intensification of cultural differences between the North and the South.

8.5.6 Give examples of the changing role of women in the northern, southern, and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.

8.5.7 Give examples of scientific and technological developments that changed cultural life in the nineteenth-century United States, such as the use of photography, the invention of the telegraph (1844), and the invention of the telephone (1876).

8.5.8 Identify individuals in the arts and literature and their roles in portraying American culture in the nineteenth century, including John James Audubon, George Catlin, Alfred Jacob Miller, George Caleb Bingham, Washington Irving, Frederick Douglass, Walt Whitman, Louisa May Alcott, Edgar Allan Poe, and Emily Dickinson.

8.5.9 Describe changes in entertainment and recreation, such as the growing interest in sports of various kinds in the mid-nineteenth century, and explain how these changes related to urbanization and technological developments.

8.5.10 Use a variety of information resources* to identify examples of traditional arts, fine arts, music, and literature that reflect the ideals of American democracy in different historical periods, and plan presentations on or performances of selected works.
*Information resources: Print media, including books, magazines, and newspapers; electronic media, such as radio, television, web sites, and databases; and community resources, such as individuals and organizations

ECONOMICS
Overview

At the high school level, the ***Indiana Academic Standards for Social Studies*** provide standards for specific courses that focus on one of the five content areas that make up the core of the social studies curriculum: **History, Civics and Government, Geography, Economics,** and **Individuals, Society, and Culture** (psychology, sociology, and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the course content. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

Standard 1
Scarcity and Economic Reasoning
Students will understand that productive resources are limited; therefore, people cannot have all the goods and services they want. As a result, they must choose some things and give up others.

Standard 2
Supply and Demand
Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.

Standard 3
Market Structures
Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy.

Standard 4
The Role of Government
The student will understand that the roles of government in a market economy are the allocation of resources, the redistribution of income, the protection of property rights, and the resolution of market failures.

Standard 5
National Economic Performance
Students will understand the means by which economic performance is measured.

Standard 6
Money and the Role of Financial Institutions
Students will understand the role of money and financial institutions in a market economy.

Standard 7
Economic Stabilization
Students will understand economic stabilization policies and how they impact the economy.

Standard 8
Trade
Students will understand why individuals, businesses, and governments trade goods and services and how trade affects the economies of the world.

Economics

This course examines the allocation of scarce resources and the economic reasoning used by people as consumers, producers, savers, investors, workers, voters, and as government agencies. Key elements include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade.

STANDARD 1

Scarcity and Economic Reasoning

Students will understand that productive resources are limited; therefore, people cannot have all the goods and services they want. As a result, they must choose some things and give up others.

E.1.1 Define each of the productive resources (natural, human, capital) and explain why they are necessary for the production of goods and services. **(Geography)**

E.1.2 Explain how consumers and producers confront the condition of scarcity, by making choices which involve opportunity costs, and tradeoffs.

E.1.3 Identify and explain the broad economic and social goals, such as freedom, efficiency, equity, security, growth, price stability, and full employment. **(Civics and Government)**

E.1.4 Describe how people respond predictably to positive and negative incentives.

E.1.5 Predict how interest rates will act as an incentive for savers and borrowers.

E.1.6 Recognize that voluntary exchange occurs when all participating parties expect to gain.

E.1.7 Compare and contrast how the various economic systems (traditional, market, command, mixed) answer the questions: What to produce? How to produce it? And for whom to produce?

E.1.8 Describe how clearly defined and enforced property rights are essential to a market economy. **(Civics and Government)**

E.1.9 Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth.

E.1.10 Use a decision-making model to analyze a public policy issue affecting the student's community.

E.1.11 Formulate a savings or financial investment plan for a future goal.

STANDARD 2

Supply and Demand

Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.

E.2.1 Define supply and demand.

E.2.2 Identify factors that cause changes in market supply and demand.

E.2.3 Describe the role of buyers and sellers in determining the equilibrium price.

E.2.4 Describe how prices send signals to buyers and sellers.

E.2.5 Recognize that consumers ultimately determine what is produced in a market economy (consumer sovereignty).

E.2.6 Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.

E.2.7 Demonstrate how supply and demand determine equilibrium price and quantity in the product, resource, and financial markets.

E.2.8 Demonstrate how changes in supply and demand influence equilibrium price and quantity in the product, resource, and financial markets.

E.2.9 Analyze how changes in the price of certain goods, such as gasoline, impact the lives of people in the community. **(Civics and Government; Individuals, Society, and Culture)**

E.2.10 Demonstrate how government wage and price controls, such as rent controls and minimum wage laws, create shortages and surpluses. **(Civics and Government)**

E.2.11 Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as price changes.

E.2.12 Illustrate how investment in factories, machinery, new technology, and the health, education, and training of people increases productivity and raises future standards of living. **(Individuals, Society, and Culture)**

E.2.13 Explain how financial markets, such as the stock market, channel funds from savers to investors.

STANDARD 3

Market Structures

Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy.

E.3.1 Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation.

E.3.2 Identify the three basic ways that firms finance operations (retained earnings, stock issues, and borrowing), and explain the advantages and disadvantages of each.

E.3.3 Recognize that economic institutions such as labor unions, non-profit organizations, and cooperatives evolve in market economies to help individuals accomplish their goals. **(Individuals, Society, and Culture)**

E.3.4 Identify the basic characteristics of the four market structures: monopoly, oligopoly, monopolistic competition, and pure competition.

E.3.5 Explain how competition among many sellers lowers costs and prices and encourages producers to produce more.

E.3.6 Demonstrate how firms determine price and output through marginal analysis.

E.3.7 Explain ways that firms engage in price and non-price competition.

E.3.8 Identify laws and regulations adopted in the United States to promote competition among firms. **(Civics and Government)**

E.3.9 Describe the benefits of natural monopolies (economies of scale) and the purposes of government regulation of these monopolies, such as utilities.

E.3.10 Explain how cartels affect product price and output.

E.3.11 Describe how the earnings of workers are determined by the market value of the product produced and workers' productivity.

STANDARD 4

The Role of Government

The student will understand the roles of government in a market economy are allocation of resources, redistribution of income, protection of property rights, and resolution of market failures.

E.4.1 Explain the basic functions of government in a market economy. **(Civics and Government)**

E.4.2 Explain how government responds to market failures by providing public goods and services. **(Civics and Government)**

E.4.3 Describe major revenue and expenditure categories and their respective proportions of local, state, and federal budgets. **(Civics and Government)**

E.4.4 Explore the ways that tax revenue is used in the community. **(Civics and Government)**

E.4.5 Identify taxes paid by students. **(Civics and Government)**

E.4.6 Define progressive, proportional, and regressive taxation. **(Civics and Government)**

E.4.7 Determine whether different types of taxes (including income, sales, and social security) are progressive, proportional, or regressive. **(Civics and Government)**

E.4.8 Describe how costs of government policies may exceed benefits, because social or political goals other than economic efficiency are being pursued. **(Civics and Government)**

E.4.9 Predict possible future effects of the national debt on the individual and the economy. **(Civics and Government)**

E.4.10 Predict how changes in federal spending and taxation would affect budget deficits and surpluses and the national debt. **(Civics and Government)**

STANDARD 5

National Economic Performance

Students will understand the means by which economic performance is measured.

E.5.1 Define aggregate supply and demand, gross domestic product (GDP), economic growth unemployment, and inflation.

E.5.2 Explain how gross domestic product (GDP), economic growth, unemployment, and inflation are calculated.

E.5.3 Explain the limitations of using GDP to measure economic welfare.

E.5.4 Explain the four phases of the business cycle.

E.5.5 Analyze the impact of events in United States history, such as wars and technological developments on business cycles. **(History)**

E.5.6 Identify the different causes of inflation, and explain who gains and loses because of inflation.

E.5.7 Analyze the impact of inflation on students' economic decisions.

E.5.8 Recognize that a country's overall level of income, employment, and prices are determined by the individual spending and production decisions of households, firms, and government. **(Civics and Government; Individuals, Society, and Culture)**

E.5.9 Illustrate and explain how the relationship between aggregate supply and aggregate demand is an important determinant of the levels of unemployment and inflation in an economy.

E.5.10 Analyze the unemployment rate in the community.

E.5.11 Propose solutions for addressing issues of unemployment in the community.

STANDARD 6

Money and the Role of Financial Institutions

Students will understand the role of money and financial institutions in a market economy.

E.6.1 Explain the basic functions of money.

E.6.2 Identify the composition of the money supply of the United States.

E.6.3 Explain the role of banks and other financial institutions in the economy of the United States.

E.6.4 Describe the organization and functions of the Federal Reserve System.

E.6.5 Compare and contrast credit, savings, and investment services available to the consumer from financial institutions.

E.6.6 Demonstrate how banks create money through the principle of fractional reserve banking.

E.6.7 Research and monitor financial investments, such as stocks, bonds, and mutual funds.

E.6.8 Formulate a credit plan for purchasing a major item comparing different interest rates.

STANDARD 7

Economic Stabilization

Students will understand economic stabilization policies and how they impact the economy.

E.7.1 Define and explain fiscal and monetary policy.

E.7.2 Define the tools of fiscal and monetary policy.

E.7.3 Describe the negative impacts of unemployment and unintended inflation on an economy and how individuals and organizations try to protect themselves. **(Individuals, Society, and Culture)**

E.7.4 Illustrate and explain cost-push and demand-pull inflation.

E.7.5 Explain how monetary policy affects the level of inflation in the economy.

E.7.6 Analyze how the government uses taxing and spending decisions (fiscal policy) to promote price stability, full employment, and economic growth. **(Civics and Government)**

E.7.7 Analyze how the Federal Reserve uses monetary tools to promote price stability, full employment, and economic growth. **(Civics and Government)**

E.7.8 Articulate how a change in monetary or fiscal policy can impact a student's purchasing decision.

STANDARD 8

Trade

Students will understand why individuals, businesses, and governments trade goods and services and how trade affects the economies of the world.

E.8.1 Explain the benefits of trade among individuals, regions, and countries. **(Geography; Individuals, Society, and Culture)**

E.8.2 Define and distinguish between absolute and comparative advantage.

E.8.3 Define trade barriers, such as quotas and tariffs. **(Civics and Government)**

E.8.4 Explain why countries sometimes erect barriers to trade. **(Civics and Government)**

E.8.5 Explain the difference between balance of trade and balance of payments.

E.8.6 Compare and contrast labor productivity trends in the United States and other developed countries.

E.8.7 Explain how most trade occurs because of a comparative advantage in the production of a particular good or service.

E.8.8 Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries. **(Individuals, Society, and Culture)**

E.8.9 Evaluate the arguments for and against free trade.

E.8.10 Identify skills individuals need to be successful in the workplace. **(Individuals, Society, and Culture)**

PSYCHOLOGY

Overview

At the high school level, the ***Indiana Academic Standards for Social Studies*** provide standards for specific courses that focus on one or more of the five content areas that make up the core of the social studies curriculum: **History, Civics and Government, Geography, Economics,** and **Individuals, Society, and Culture** (psychology, sociology, and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the subject matter. In the case of Psychology, all indicators relate closely to the content area entitled **Individuals, Society, and Culture**. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

Standard 1
The Scientific Method
Students will understand the development of psychology as an empirical science by describing the scientific method, explaining research strategies, and identifying ethical issues.

Standard 2
Development
Students will explain the process of how humans grow, learn, and adapt to their environment.

Standard 3
Cognition
Students will understand how organisms adapt to their environment through learning, information processing, and memory.

Standard 4
Personality, Assessment, and Mental Health
Students will recognize that personality is the distinctive and relatively stable pattern of behaviors, thoughts, motives, and emotions that characterize an individual. They will also identify the different types and functions of assessment instruments; understand the factors that contribute to mental health, stress, and mental illness, and identify approaches for treatment of mental health problems.

Standard 5
Socio-Cultural Dimensions of Behavior
Students will understand the socio-cultural dimensions of behavior including topics such as conformity, obedience, perception, attitudes, and the influence of the group on the individual.

Standard 6
Biological Bases of Behavior
Students will investigate the structure, biochemistry, and circuitry of the brain and the nervous system to understand their roles in affecting behavior. This will include the ability to distinguish between sensation and perception.

Psychology

This course provides students the opportunity to explore psychology as the scientific study of mental processes and behavior. Areas of study include the Scientific Method, Development, Cognition, Personality, Assessment and Mental Health, and the Socio-Cultural and Biological Bases of Behavior.

STANDARD 1

The Scientific Method

Students will understand the development of psychology as an empirical science by describing the scientific method, explaining research strategies, and identifying ethical issues.

P.1.1 List and explain the reasons for studying the methodology of psychology.

P.1.2 Differentiate between descriptive and experimental research methods.

P.1.3 List and describe key concepts in descriptive and experimental research.

P.1.4 Explain the relationship among independent and dependent variables and experimental and control groups.

P.1.5 Distinguish between scientific and non-scientific research.

P.1.6 List, describe the key concepts, and follow the ethical guidelines created and supported by the American Psychological Association regarding the use of human and animal subjects.

P.1.7 Identify ethical issues in psychological research.

P.1.8 Apply the principles of research design to an appropriate experiment.

P.1.9 Describe and compare quantitative and qualitative research strategies.

P.1.10 Create a testable hypothesis, and design and carry out appropriate research.

P.1.11 Discuss the problems of attributing cause and effect to the outcomes of descriptive research.

STANDARD 2

Development

Students will explain the process of how humans grow, learn, and adapt to their environment.

P.2.1 Explain the role of prenatal, perinatal, and post-natal development in human behavior.

P.2.2 Discuss aspects of life span development (infancy, childhood, adolescence, adulthood, later years, dying, and death).

P.2.3 Compare the different ways in which people develop, including physical, social, moral, cognitive, emotional, and language development.

P.2.4 Describe the theories of Piaget, Erikson, and Kohlberg regarding development.

P.2.5 Compare children's thinking at different stages of cognitive development.

P.2.6 Identify and compare the level of moral reasoning from Kohlberg's stages of moral development.

P.2.7 Design and conduct experiments related to cognitive, emotional, motor, moral, and language development.

STANDARD 3

Cognition

Students will understand how organisms adapt to their environment through learning, information processing, and memory.

P.3.1 Explain learning, including operant, classical, associational, and social learning.

P.3.2 Differentiate between learning, reflexes, and fixed-action patterns.

P.3.3 Describe the characteristics and operation of short- and long-term memory.

P.3.4 Identify factors that interfere with memory.

P.3.5 Describe mnemonic techniques for improving memory.

P.3.6 Identify the brain structures related to memory.

P.3.7 Explain cognition from both developmental and information processing perspectives.

P.3.8 Examine the roles of reinforcement and punishment as ways of understanding and modifying behavior.

P.3.9 Explain the principles of classical conditioning, operant conditioning, observational learning, and associational learning to daily life.

P.3.10 Create and carry out a plan for changing one's own behavior.

P.3.11 Provide examples of learning from daily life.

P.3.12 Apply mnemonics techniques to learning situations.

STANDARD 4

Personality, Assessment, and Mental Health

Students will recognize that personality is the distinctive and relatively stable pattern of behaviors, thoughts, motives, and emotions that characterize an individual. They will also identify the different types and functions of assessment instruments; understand the factors that contribute to mental health, stress, and mental illness, and identify approaches for treatment of mental health problems.

P.4.1 Identify the factors that may influence the formation of personality.

P.4.2 Identify and describe the characteristics of the major personality theories.

P.4.3 Distinguish between objective and projective techniques of personality assessment.

P.4.4 Describe tests used in personality assessment.

P.4.5 Distinguish between stress and distress.

P.4.6 Identify environmental factors that lead to stress.

P.4.7 Describe the common characteristics of abnormal behavior.

P.4.8 Explain how culture influences the definition of abnormal behavior.

P.4.9 Identify and describe the theories of abnormality.

P.4.10 Discuss major categories of abnormal behavior.

P.4.11 Describe availability and appropriateness of various modes of treatment for people with psychological disorders.

P.4.12 Describe characteristics of effective treatment and prevention.

P.4.13 Explain the relationship between mental health categories and the law.

P.4.14 Evaluate the influence of variables such as culture, family, and genetics on personality development.

P.4.15 Explore the impact of socio-cultural factors on personality development.

P.4.16 Compare and contrast the validity and reliability of objective and projective assessment techniques.

P.4.17 Develop a strategy to promote support for individuals with specific mental disorders.

P.4.18 Locate sources of mental health care providers.

P.4.19 Explain how one's outlook (positive or negative) can influence mental health.

P.4.20 Develop a plan for raising a child with a healthy personality.

P.4.21 Explain antisocial behavior using major personality theories.

STANDARD 5
Socio-Cultural Dimensions of Behavior

Students will understand the socio-cultural dimensions of behavior including topics such as conformity, obedience, perception, attitudes, and the influence of the group on the individual.

P.5.1 Understand how cultural socialization determines social schema development.

P.5.2 Describe the components of culture (e.g., symbols, language, norms and values).

P.5.3 Explain how perceptions and attitudes develop.

P.5.4 Describe factors that lead to conformity, obedience, and non-conformity.

P.5.5 Discuss the role of altruism in society.

P.5.6 Describe circumstances under which conformity and obedience are likely to occur.

P.5.7 Explain how attributions affect our explanations of behavior.

P.5.8 List and assess some methods used to change attitudes.

P.5.9 Explain how social and cultural factors affect behavior.

P.5.10 Understand how social structure can affect inter-group relations.

P.5.11 Identify differences between internal and external attributions.

P.5.12 Discuss conflict and the processes involved in conflict resolution.

P.5.13 Explain how bias and discrimination influence behavior.

P.5.14 Provide positive and negative outcomes of group polarization.

P.5.15 Compare the factors that lead to conformity and non-conformity.

P.5.16 Describe how a social group can influence the behavior of an individual or another group.

P.5.17 Explore the nature of bias and discrimination.

P.5.18 Explain the role of expectations and stereotypes as they relate to attitude and behavior.

P.5.19 Give examples of the bystander effect.

P.5.20 Compare the effects of cooperation and competition on individuals and groups.

P.5.21 Identify and explain sources of attitude formation.

STANDARD 6

Biological Bases of Behavior

Students will investigate the structure, biochemistry, and circuitry of the brain and the nervous system to understand their roles in affecting behavior, including the ability to distinguish between sensation and perception.

P.6.1 List and describe the structure and function of the major regions of the brain.

P.6.2 Identify the role of the corpus callosum.

P.6.3 Describe the structure and function of the neuron in relation to how the brain works.

P.6.4 Identify the major divisions and subdivisions of the nervous system.

P.6.5 List the methods for studying the brain.

P.6.6 Understand the structure and function of the endocrine system.

P.6.7 Explain how heredity interacts with the environment to influence behavior.

P.6.8 Distinguish between conscious and unconscious perception.

P.6.9 List and describe the location and function of the major brain regions.

P.6.10 Describe the relationship among DNA, genes, and chromosomes.

P.6.11 Compare and contrast the influence of the left and right hemispheres on the function of the brain.

P.6.12 Explain sensory adaptation, sensory deprivation, and the importance of selective attention.

P.6.13 List and explain the psychological influences and experiences on perception.

P.6.14 Compare the effects of certain drugs or toxins with the effects of neurotransmitters in relation to synaptic transmission.

P.6.15 Identify how vision, motor, language and other functions are regulated by each hemisphere.

P.6.16 Give examples of how hormones are linked to behavior.

P.6.17 Give examples of how the environment selects traits and behaviors that increase the survival rate of organisms.

P.6.18 Discuss the possible effects of heredity and environment on behavior.

P.6.19 Explain the function of the sympathetic and parasympathetic nervous system on heart rate or other physiological responses in an emotional situation.

SOCIOLOGY

Overview

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Standard 1
Foundations of Sociology as a Social Science

Students will describe the development of sociology as a social science, by identifying methods and strategies of research and examining the contributions of sociology to the understanding of social issues.

Standard 2
Culture

Students will examine the influence of culture on the individual and the way cultural transmission is accomplished. They will study the way culture defines how people in a society behave in relation to groups and to physical objects. They will also learn that human behavior is learned within the society. Through the culture, individuals learn the relationships, structures, patterns, and processes to be members of the society.

Standard 3
Social Status

Students will identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group.

Standard 4
Social Groups

Students will explore the impacts of social groups on individual and group behavior. They will understand that social groups are comprised of people who share some common characteristics, such as common interests, beliefs, behavior, feelings, thoughts, and contact with each other.

Standard 5
Social Institutions

Students will identify the effects of social institutions on individual and group behavior. They will understand that social institutions are the social groups in which an individual participates, and that these institutions influence the development of the individual through the socialization process.

Standard 6
Social Change
Students will examine the changing nature of society. They will explain that social change addresses the disruption of social functions caused by numerous factors and that some changes are minor and others are major.

Standard 7
Social Problems
Students will analyze a range of social problems in today's world. Social problems result from imbalances with the social system and affect a large number of people in an adverse way.

Standard 8
Individual and Community
Students will examine the role of the individual as a member of the community. They will also explore both individual and collective behaviors.

Sociology

Students study human social behavior from a group perspective, including recurring patterns of attitudes and actions and how these patterns vary across time, among cultures, and in social groups. Students examine society, group behavior, and social structures, as well as the impact of cultural change on society, through research methods using scientific inquiry.

STANDARD 1

Foundations of Sociology as a Social Science

Students will describe the development of sociology as a social science, by identifying methods and strategies of research and by examining the contributions of sociology to the understanding of social issues.

S.1.1 Discuss the development of the field of sociology as a social science. **(History)**

S.1.2 Identify early leading theorists within social science. **(History)**
Examples: Auguste Comte; Emile Durkheim; Herbert Spencer; Max Weber; C. Wright Mills, and Karl Marx.

S.1.3 Compare sociology with other social science disciplines. **(Civics and Government; Economics, Geography; History)**

S.1.4 Examine changing points of view of social issues, such as poverty, crime, and discrimination. **(History)**

S.1.5 Evaluate various types of sociologic research methods. **(History)**

S.1.6 Distinguish fact from opinion in data sources to analyze various points of view about a social issue.

S.1.7 Determine cause and effect relationship issues among events as they relate to sociology.

S.1.8 Identify, evaluate, and use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures, both in the past and today. **(Geography; History)**

S.1.9 Prepare original written and oral reports and presentations on specific events, people, or historical eras as related to sociological research. **(History)**

S.1.10 Develop a working definition of sociology that has personal application.

S.1.11 Choose a social issue and conduct research using the scientific method of inquiry, including developing a hypothesis, conducting research, interpreting data, and drawing conclusions about the issue.

STANDARD 2

Culture

Students will examine the influence of culture on the individual and the way cultural transmission is accomplished. They will study the way culture defines how people in a society behave in relation to groups and to physical objects. They will also learn that human behavior is learned within the society. Through the culture, individuals learn the relationships, structures, patterns, and processes to be members of the society.

S.2.1 Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects. **(Geography, History)**

S.2.2 Explain the differences between a culture and a society.

S.2.3 Recognize the influences of genetic inheritance and culture on human behavior.

S.2.4 Give examples of subcultures and describe what makes them unique.

S.2.5 Compare social norms among various subcultures.

S.2.6 Identify the factors that promote cultural diversity within the United States. **(Civics and Government; Economics; Geography; History)**

S.2.7 Explain how various practices of the culture create differences within group behavior.

S.2.8 Compare and contrast different types of societies (e.g., hunting and gathering, agrarian, industrial, post-industrial). **(History)**

S.2.9 Prepare original written and oral reports and presentations on specific events, people, or historical eras as related to sociological research. **(History)**

S.2.10 Work independently and cooperatively in class and the school, and provide leadership in age-appropriate activities.

S.2.11 Identify both rights and responsibilities the individual has to the group. **(Civics and Government)**

S.2.12 Demonstrate democratic approaches to managing disagreements and resolving conflicts. **(Civics and Government)**
Examples: Persuasion, compromise, debate, and negotiation.

S.2.13 Compare and contrast ideas about citizenship and cultural participation from the past with those of the present community. **(Civics and Government; History)**

STANDARD 3

Social Status

Students will identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group.

S.3.1 Describe how social status affects social order. **(Economics; History)**
Examples: Upper class/middle class/lower class, professional/blue collar/unemployed.

S.3.2 Explain how roles and role expectations can lead to role conflict. **(History)**
Examples: Roles of men and women; age; racial and/or ethnic groups within different societies.

S.3.3 Examine and analyze various points of view relating to historical and current events. **(History)**

S.3.4 Determine a cause-and-effect relationship among historical events, themes, and concepts in United States and world history as they relate to sociology. **(History)**

S.3.5 Conduct research on the various types of status found in the local community using various types of data gathering.

STANDARD 4

Social Groups

Students will explore the impacts of social groups on individual and group behavior. They will understand that social groups are comprised of people who share some common characteristics, such as common interests, beliefs, behavior, feelings, thoughts, and contact with each other.

S.4.1 Describe how individuals are affected by different social groups to which they belong.

S.4.2 Identify major characteristics of social groups familiar to the students.

S.4.3 Examine the ways that groups function such as roles, interactions, leadership. **(Civics and Government)**

S.4.4 Discuss social norms of at least two groups to which the student belongs.

S.4.5 Analyze what can occur when the rules of behavior are broken, and analyze the possible consequences for unacceptable behavior.

S.4.6 Identify the various types of norms (folkways, mores, laws and taboos) and explain why these rules of behavior are considered important to society.

S.4.7 Discuss the concept of deviance and how society discourages deviant behavior using social control.

S.4.8 Explain how students are members of primary and secondary groups and how those group memberships influence students' behavior.

S.4.9 Discuss how formal organizations influence behavior of their members. **(Civics and Government; History)**
Examples: Churches/synagogues/mosques; political parties, fraternal organizations.

S.4.10 Distinguish the degree of assimilation that ethnic, cultural, and social groups achieve within the United States culture. **(History)**

S.4.11 Discuss how humans interact in a variety of social settings.

S.4.12 Determine the cultural patterns of behavior within such social groups as rural/urban or rich/poor. **(Economics; Geography)**

S.4.13 Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present community.

STANDARD 5

SOCIAL INSTITUTIONS

Students will identify the effects of social institutions on individual and group behaviors. They will understand that social institutions are the social groups in which an individual participates, and that these institutions influence the development of the individual through the socialization process.

S.5.1 Discuss the impact(s) of major social institutions on individuals, groups, and organizations within society.

S.5.2 Identify basic social institutions and how they contribute to the transmission of society's values.
Examples: Familial, religious, educational, economic, and political institutions.

S.5.3 Discuss the concept of political power and factors that influence political power. **(Civics and Government)**
Examples: Social class, racial/ethnic group membership, cultural group; sex, age.

S.5.4 Discuss how societies recognize rites of passage (e.g., baptism or other religious ceremonies, school prom, graduation, marriage, and retirement.)

S.5.5 Investigate stereotypes of the various United States subcultures such as "American Indian," "American cowboys," "teenagers," "Americans," "gangs," "hippies" from a world perspective. **(History)**

S.5.6 Define ethnocentrism, and explain how it can be beneficial or destructive to a culture.

S.5.7 Interpret the factors that influence change in social norms over time. **(History)**

S.5.8 Use various resources to interpret information about cultural life in the United States and other world cultures, both in the past and today. **(History)**

S.5.9 Analyze the primary and secondary groups common to different age groups in society.

S.5.10 Conduct research and analysis on an issue associated with social structure or social institutions.

S.5.11 Identify both rights and responsibilities the individual has to primary and secondary groups. **(Civics and Government)**

S.5.12 Demonstrate democratic approaches to managing disagreements and solving conflicts. **(Civics and Government)**

Examples: Persuasion, compromise, debate, and negotiation.

S.5.13 Explain how roles and role expectations can lead to role conflict.
Examples: Roles of men and women; age, racial and/or ethnic groups within different societies.

STANDARD 6

Social Change

Students will examine the changing nature of society. They will explain that social change addresses the disruption of social functions caused by numerous factors and that some changes are minor and others are major.

S.6.1 Describe how and why societies change over time. **(Economics; Geography; History)**

S.6.2 Examine various social influences that can lead to immediate and long-term changes. **(Economics; Geography; History)**
Examples: natural and man-made disasters, spatial movement of people, technology, urbanization, industrialization, immigration, wars, challenge to authority, laws, diffusion of cultural traits, discrimination, discoveries and inventions, and scientific exploration.

S.6.3 Describe how collective behavior (working with others) can influence and change society.

S.6.4 Examine how technological innovations and scientific discoveries have influenced major social institutions. **(History)**
Example: Examine the impacts that mass telecommunications, television, and innovations in transportation had on the family, education, government, or other institutions.

S.6.5 Discuss how social interactions and culture could be affected in the future due to innovations in science and technological change. **(History)**

S.6.6 Describe how the role of the mass media has changed over time, and project what changes might occur in the future.

S.6.7 Distinguish major differences between social movements and collective behavior with examples from history and the contemporary world. **(History)**

S.6.8 Investigate the consequences to society as a result of changes. **(Civics and Government; Economics; Geography; History)**

Examples: Natural and man-made disasters, spatial movement of people, technology, urbanization, industrialization, immigration, wars, challenge to authority, laws, diffusion of cultural traits, discrimination, discoveries and inventions, and scientific exploration.

S.6.9 Trace the development of the use of a specific type of technology in the community. **(History)**
Examples: Access to computers at school and at home and cellular phones.

S.6.10 Propose a plan to improve a social structure, and design the means needed to implement the change.

S.6.11 Cite examples of the use of technology in social research.

S.6.12 Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations. **(History)**

STANDARD 7

Social Problems

Students will analyze a range of social problems in today's world. Social problems result from imbalances within the social system and affect a large number of people in an adverse way.

S.7.1 Identify characteristics of a "social" problem, as opposed to an "individual" problem.

S.7.2 Describe how social problems have changed over time. **(History)**
Examples: Juvenile delinquency, crime, poverty, and discrimination.

S.7.3 Explain how patterns of behavior are found with certain social problems.
Examples: Educational level of mother contributes to educational success of the child and juvenile offenses often are found in the histories of adult criminals.

S.7.4 Discuss the implications of social problems for society.

S.7.5 Examine how individual and group responses are often associated with social problems.
Examples: "I'm only one person. What can I do?", "Not in my backyard!", "If I ignore it, it will go away.", "But everyone else is doing it."

S.7.6 Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.

S.7.7 Survey local agencies involved in addressing social problems to determine the extent of the problems in the local community. **(Civics and Government)**

S.7.8 Design and carry out school and community-based projects to address a local aspect of a social problem.

STANDARD 8

Individual and Community

Students will examine the role of the individual as a member of the community. They will also explore both individual and collective behavior.

S.8.1 Describe traditions, roles, and expectations necessary for a community to continue. **(History)**

S.8.2 Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior. **(History)**

S.8.3 Discuss theories that attempt to explain collective behavior.
Examples: Contagion theory and convergence theory.

S.8.4 Define a social issue to be analyzed.

S.8.5 Examine factors that could lead to the breakdown and disruption of an existing community. **(Civics and Government; Economics; Geography; History)**

S.8.6 Discuss the impact of leaders of different social movements. **(History)**
Examples: Gandhi, Hitler, Martin Luther King, Jr., or Susan B. Anthony.

S.8.7 Define propaganda and discuss the methods of propaganda used to influence social behavior (e.g., examine news media; advertisements; textbooks; etc.)

S.8.8 Discuss both the benefits and social costs of collective behavior in society.

S.8.9 Determine a cause-and-effect relationship among historical events, themes, and concepts in United States and world history as they relate to sociology. **(History)**

S.8.10 Identify a community social problem, and discuss appropriate actions to address the problem.

S.8.11 Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.
Examples: Orson Welles "The War of the Worlds" radio broadcast or rumors in the mass media, on the Internet, or in the community.

UNITED STATES GOVERNMENT

Overview

At the high school level, the ***Indiana Academic Standards for Social Studies*** provide standards for specific courses that focus on one or more of the five discipline areas that make up the core of the social studies curriculum: **History, Civics and Government, Geography, Economics,** and **Individuals, Society, and Culture** (psychology, sociology, and anthropology). One of these discipline areas may be the major focus of the course while the other areas play supporting roles or become completely integrated into the course content. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

Standard 1

The Nature of Citizenship, Politics, and Government

Students will identify, define, compare, and contrast ideas regarding the nature of government, politics, and civic life, and explain how these ideas have influenced contemporary political and legal systems. They will also explain the importance of government, politics, and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.

Standard 2

Foundations of Government in the United States

Students will identify and define ideas at the core of government and politics in the United States, interpret founding-era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They will also analyze issues about the meaning and application of these core ideas to government, politics, and civic life, and demonstrate how citizens use these foundational ideas in civic and political life.

Standard 3

Purposes, Principles, and Institutions of Government in the United States of America

Students will explain how purposes, principles, and institutions of government for the American people are established in the United States constitution and reflected in the Indiana constitution. They will describe the structures and functions of American constitutional government at national, state, and local levels, and practice skills of citizenship in relationship to their constitutional government.

Standard 4

The Relationship of the United States to Other Nations in World Affairs

Students will analyze the interactions between the United States and other nations and evaluate the role of the United States in world affairs.

Standard 5
Roles of Citizens in the United States

Students will explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify and explain the rights and responsibilities of United States citizens. They will also examine civic dispositions conducive to the maintenance and improvement of civil society and government, and describe and demonstrate how citizens can participate responsibly and effectively in the civic and political life of the United States.

United States Government

This course provides a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government.

STANDARD 1

The Nature of Citizenship, Politics, and Government

Students will identify, define, compare, and contrast ideas regarding the nature of government, politics, and civic life, and explain how these ideas have influenced contemporary political and legal systems. They will also explain the importance of government, politics, and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.

USG.1.1 Distinguish among civic life, political life, and private life. **(Individuals, Society, and Culture)**

USG.1.2 Define the terms politics and government, and give examples of how political solutions to public policy problems are generated through interactions of citizens with their government.

USG.1.3 Describe the purposes and functions of government.

USG.1.4 Define and provide examples of different forms of government, including direct democracy, representative democracy, republic, monarchy, oligarchy, and autocracy. **(History; Individuals, Society, and Culture)**

USG.1.5 Explain the interchangeable use of representative democracy and democratic republic to describe the government of the United States.

USG.1.6 Distinguish limited from unlimited government, and provide examples of each type of government.

USG.1.7 Explain how civil society contributes to the maintenance of limited government in a representative democracy or democratic republic, such as the United States. **(Individuals, Society, and Culture)**

USG.1.8 Define and provide examples of the rule of law and constitutionalism, which reveal how these two ideas in concert are essential characteristics of limited government. **(History; Individuals, Society, and Culture)**

USG.1.9 Explain how the rule of law, embodied in a constitution, limits government to protect the rights of individuals. **(History; Individuals, Society, and Culture)**

USG.1.10 Examine the sources of authority from ancient to modern times, and explain popular sovereignty or consent of the governed as the source of legitimate authority of government in a representative democracy or democratic republic. **(History; Individuals, Society, and Culture)**

USG.1.11 Explain how a constitutional democracy provides majority rule with equal protection for the rights of individuals, including those in the minority, through limited government and the rule of law. **(History; Individuals, Society, and Culture)**

USG.1.12 Using both contemporary and historical examples, identify governments in the world that are, and are not, examples of constitutional representative democracy. **(History; Individuals, Society, and Culture)**

USG.1.13 Examine fundamental documents in the American political tradition to identify key ideas regarding limited government and individual rights. **(History; Individuals, Society, and Culture)**
Examples: Magna Carta (1215), Mayflower Compact (1620), Massachusetts Body of Liberties (1641), English Bill of Rights (1689), Locke's Treatises of Civil Government (1690), Pennsylvania Charter of Privileges (1701), Rousseau's The Social Contract (1762), Virginia Declaration of Rights (1776), Declaration of Independence (1776), United States Constitution (1787), Bill of Rights (1791), and the Indiana Constitutions of 1816 and 1851.

USG.1.14 Explain the part of Article IV, Section 4, of the United States Constitution, which says, "The United States shall guarantee to every State in the Union a Republican form of Government...." **(History)**

USG.1.15 Use a variety of sources to compare and contrast historical and contemporary examples of governments, both those with constitutions but unlimited government, and those with constitutions and limited government. **(History; Individuals, Society, and Culture)**
Examples: Nazi Germany and the Soviet Union had constitutions that did not effectively limit government. The United States, the United Kingdom, Japan, and the Federal Republic of Germany have constitutional governments in which the powers of government are limited effectively.

STANDARD 2

Foundations of Government in the United States

Students will identify and define ideas at the core of government and politics in the United States, interpret founding-era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They will also analyze issues about the meaning and application of these core ideas to government, politics, and civic life, and demonstrate how citizens use these foundational ideas in civic and political life.

USG.2.1	Trace the colonial, revolutionary, and founding-era experiences and events that led to the writing, ratification, and implementation of the United States Constitution (1787) and Bill of Rights (1791). **(History; Individuals, Society, and Culture)**
USG.2.2	Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States. *Examples: The Virginia Declaration of Rights (1776), the Declaration of Independence (1776), the Massachusetts Constitution (1780), the Virginia Statute for Religious Freedom (1786), the Northwest Ordinance (1787), the United States Constitution (1787), selected Federalist Papers, such as numbers 1, 9, 10, 39, 51, and 78 (1787-1788), the Bill of Rights (1791), President Washington's Farewell Address (1796), and President Jefferson's First Inaugural Address (1801).*
USG.2.3	Identify and explain elements of the social contract and natural rights theories in United States founding-era documents.
USG.2.4	Define and provide examples of foundational ideas of American government, including popular sovereignty, constitutionalism, republic or representative government, federalism, and individual rights, which are embedded in founding-era documents.
USG.2.5	Explain how a common and shared American civic identity is based on commitment to central ideas in founding-era documents and in core documents of subsequent periods of United States history. **(History)** *Examples: The Seneca Falls Declaration of Sentiments and Resolutions (1848), President Abraham Lincoln's Gettysburg Address (1863) and Second Inaugural Address (1865), President Franklin Roosevelt's "Four Freedoms" speech (1941), President John F. Kennedy's Inaugural Address (1961), Reverend Martin Luther King's "I Have A Dream" speech and "Letter from Birmingham City Jail" (1963), and selected opinions in landmark decisions of the United States Supreme Court, such as Justice Robert Jackson's opinion for the Court in West Virginia Board of Education v. Barnette (1943) and Justice Oliver Wendell Holmes' dissenting opinion in the case of Abrams v. United States (1919).*

USG.2.6 Define and provide examples of fundamental principles and values of American political and civic life, including liberty, the common good, justice, equality, tolerance, law and order, rights of individuals, social diversity, civic unity, constitutionalism, popular sovereignty, and representative democracy. **(Individuals, Society, and Culture)**

USG.2.7 Explain the importance for diverse individuals, groups, and communities to make a common commitment to foundational ideas and values of American democracy, which constitutes a unifying civic identity in a pluralistic society. **(History; Individuals, Society, and Culture)**

USG.2.8 Identify and explain historical and contemporary efforts to narrow discrepancies between foundational ideas and values of American democracy and realities of American political and civic life. **(History; Individuals, Society, and Culture)**

USG.2.9 Evaluate, take, and defend positions on issues concerning foundational ideas or values in tension or conflict. **(History; Individuals, Society, and Culture)** *Examples: Analyze issues involving liberty in conflict with equality, liberty in conflict with authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights.*

USG.2.10 Compare and contrast ideas on good government of the Federalists and the Anti-Federalists during their debates on ratification of the U.S. Constitution (1787-1788). **(History)**

USG.2.11 Analyze and explain ideas about liberty, equality, and justice in American society using documents such as in Reverend Martin Luther King's "I Have A Dream" speech and "Letter from Birmingham City Jail" (1963), and compare King's ideas to those in such founding-era documents as the Virginia Declaration of Rights (1776), the Declaration of Independence (1776), Massachusetts Declaration of Rights (1780), and The Federalist (1788). **(History; Individuals, Society, and Culture)**

STANDARD 3

Purposes, Principles, and Institutions of Government in the United States of America

Students will explain how purposes, principles, and institutions of government for the American people are established in the United States Constitution and reflected in the Indiana constitution. They will also describe the structures and functions of American constitutional government at national, state, and local levels and practice skills of citizenship in relationship to their constitutional government.

USG.3.1 Compare and contrast governments that are unitary, confederate, and federal.

USG.3.2 Compare and contrast types of government, such as parliamentary and presidential, democratic and non-democratic, constitutional and non-constitutional, and republican or aristocratic.

USG.3.3 Explain characteristics of government in the United States, which make it a federal, presidential, constitutional, democratic republic.

USG.3.4 Identify and describe provisions of the United States Constitution and the Indiana Constitution that define and distribute powers and authority of the federal or state government.

USG.3.5 Explain the constitutional principles of federalism, separation of powers among three branches of government, the system of checks and balances, republican government (republicanism) or representative democracy, and popular sovereignty; provide examples of these principles in the governments of the United States and the state of Indiana.

USG.3.6 Explain the functions of the courts of law in the governments of the United States and the state of Indiana with emphasis on the principles of judicial review and an independent judiciary.

USG.3.7 Distinguish among the enumerated, implied, and denied powers in the United States Constitution and the Constitution of Indiana.

USG.3.8 Explain the relationships among branches of the United States government and the state government of Indiana, which involve separation and sharing of powers as a means to limited government.

USG.3.9 Explain the functions of departments or agencies of the executive branch in the formation and implementation of public policy in the governments of the United States and the state of Indiana. **(Individuals, Society, and Culture)**

USG.3.10 Trace the evolution of political parties in the American governmental system, and analyze their functions in elections and government at national and state levels of the federal system. **(History; Individuals, Society, and Culture)**

USG.3.11 Define the relationship between the public agenda, special interest agendas, and the political agenda acted on by the national, state, and local government. **(Economics; History; Individuals, Society, and Culture)**

USG.3.12 Give examples of the fiscal and monetary policies of the United States government and Indiana government, and explain how they affect individuals, groups, and businesses. **(Economics)**

USG.3.13 Explain how state and local governments in Indiana are organized and how they affect the lives of citizens. **(Individuals, Society, and Culture)**

USG.3.14 Explain the legislative process of the United States.

USG.3.15 Compare core documents associated with the protection of individual rights, including the Northwest Ordinance, the Bill of Rights, the Fourteenth Amendment to the United States Constitution, and Article I of the Indiana Constitution. **(History)**

USG.3.16 Use a variety of sources, including newspapers and web sites on the Internet, to identify current state and local legislative issues and examine the influence on the legislative process of political parties, special interest groups, public opinion, the news media, and individual voters. **(Individuals, Society, and Culture)**

USG.3.17 Analyze and evaluate decisions by the United States Supreme Court about the constitutional principles of separation of powers and checks and balances in such landmark cases as *Marbury v. Madison* (1803), *Baker v. Carr (1962), United States v. Nixon* (1974), *City of Boerne, Texas v. Flores* (1997), and *Clinton v. City of New York* (1998). **(History; Individuals, Society, and Culture)**

USG.3.18 Analyze and evaluate decisions by the United States Supreme Court about the constitutional principle of federalism in cases such as *McCulloch v. Maryland* (1819), *Texas v. White* (1869), *Alden v. Maine* (1999). **(History; Individuals, Society, and Culture)**

USG.3.19 Identify a current community issue and the branch or branches of Indiana local or state government that might deal with the issue, and examine ways of participating in the decision-making process about the issue.

STANDARD 4

The Relationship of the United States to Other Nations in World Affairs

Students will analyze the interactions between the United States and other nations and evaluate the role of the United States in world affairs.

USG.4.1 Describe how the world is divided politically, and give examples of the ways nation states interact, including trade, diplomacy, treaties and agreements, and military action. **(Economics; Geography; Individuals, Society, and Culture)**

USG.4.2 Compare and contrast the structure and organization of various forms of political systems, and describe how they interact in world affairs. **(Individuals, Society, and Culture)**

USG.4.3 Examine reasons for conflict among nation states, such as competition for resources and territory, differences in system of government, and religious or ethnic conflict. **(Individuals, Society, and Culture)**

USG.4.4 Identify and explain powers that the United States Constitution gives to the executive, legislative, and judicial branches of government in the area of foreign affairs, such as the making of treaties. **(History; Individuals, Society, and Culture)**

USG.4.5 Describe the approaches used to carry out United States foreign policy. **(Economics; Geography; History; Individuals, Society, and Culture)**

Examples: Diplomacy, economic aid, military aid, humanitarian aid, treaties, sanctions, and military intervention.

USG.4.6 Examine the influence of individuals, businesses, labor, and other segments of the economy on United States foreign policy. **(Economics; Individuals, Society, and Culture)**

USG.4.7 Differentiate among various governmental and non-governmental international organizations, and describe their purposes and functions. **(Individuals, Society, and Culture)**

Examples: Major governmental international organizations include the North American Treaty Organization (NATO), the World Court, and the Organization of American States (OAS). The International Red Cross and the Catholic Relief Services are examples of non-governmental organizations.

USG.4.8 Explain and evaluate participation by the United States in international organizations. **(Individuals, Society, and Culture)**

Example: the United Nations.

USG.4.9	Use a variety of sources, including newspapers, magazines, and the Internet to identify significant world political, demographic, and environmental developments. Analyze ways that these developments may affect United States foreign policy in specific regions of the world. **(Geography; Individuals, Society, and Culture)**
USG.4.10	Use information technology to research critical international issues facing the United States, to develop hypothetical solutions, and to analyze their potential effectiveness. **(Geography; Individuals, Society, and Culture)**
USG.4.11	Use a variety of information sources, including electronic media, to gather information about the impact of American ideas about democracy and individual rights in other areas of the world. **(Individuals, Society, and Culture)**
USG.4.12	Evaluate, take, and defend a position about whether or not the United States should promote the spread of democracy throughout the world. **(Individuals, Society, and Culture)**
USG.4.13	Evaluate, take, and defend positions on specific foreign policy issues in light of local community and state interests and constitutional principles. **(Individuals, Society, and Culture)**
USG.4.14	Examine the effects of developments in other nations on state and community life in Indiana, and explain the role of individual citizens in world affairs. **(Individuals, Society, and Culture)**

STANDARD 5

Roles of Citizens in the United States

Students will explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify and explain the rights and responsibilities of United States citizens. They will also examine civic dispositions conducive to the maintenance and improvement of civil society and government, and describe and demonstrate how citizens can participate responsibly and effectively in the civic and political life of the United States.

USG.5.1	Explain the meaning of citizenship in the United States and Indiana.
USG.5.2	Describe roles of citizens in Indiana and the United States, including voting in public elections, participating in voluntary associations of civil society to promote the common good, and participating in political activities to influence public policy decisions of government. **(Individuals, Society, and Culture)**

USG.5.3 Describe the political, personal, and economic rights of citizens embedded in the United States Constitution and in constitutional law developed through decisions of the United States Supreme Court. **(Economics; Individuals, Society, and Culture)**

USG.5.4 Describe how citizens can monitor and influence local, state, and national government as individuals and members of interest groups.

USG.5.5 Research the platforms of candidates for state or local government and explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office.

USG.5.6 Identify and explain the meaning and importance of civic dispositions or virtues that contribute to the preservation and improvement of civil society and government.

USG.5.7 Describe the ways that individuals can serve their communities and participate responsibly in civil society and the political process at local, state, and national levels of government.

USG.5.8 Analyze and evaluate decisions about rights of individuals in landmark cases of the United States Supreme Court, such as *Whitney v. California* (1927), *Stromberg v. California* (1931), *Near v. Minnesota* (1931), *Brandenburg v. Ohio* (1969), *Texas v. Johnson* (1989), and *Reno v. American Civil Liberties Union* (1997).

USG.5.9 Evaluate, take, and defend positions on criteria used for the attainment of the status of citizen through naturalization, and research Indiana's record in working with immigrants. **(Individuals, Society, and Culture)**

USG.5.10 Analyze and evaluate arguments in favor of voluntary participation by citizens in the civil associations that constitute civil society. **(Individuals, Society, and Culture)**
Example: Alexis de Tocqueville in Democracy in America, Volume I (1835) and Volume II (1839).

USG.5.11 Practice responsible citizenship by participating in activities such as student government or other school and community organizations that contribute to the common good. **(Individuals, Society, and Culture)**

USG.5.12 Identify a significant issue in the community, gather information about the issue, and make a justifiable decision to resolve the issue. **(Individuals, Society, and Culture)**

USG.5.13 Practice civic skills and dispositions by participating in a group of activities such as simulated public hearings, mock trials, and debates. **(Individuals, Society, and Culture)**

UNITED STATES HISTORY

Overview

At the high school level, the ***Indiana Academic Standards for Social Studies*** provide standards for specific courses that focus on one or more of the five content areas that make up the core of the social studies curriculum: **History, Civics and Government, Geography, Economics,** and **Individuals, Society, and Culture** (psychology, sociology, and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the subject. Supporting content areas are indicated in parenthesis. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

Standard 1
Early National Development: 1775 to 1877
Students will trace and summarize key ideas, events, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877.

Standard 2
Development of the Industrial United States: 1870 to 1900
Students will examine the political, economic, social, and cultural development of the United States during the period from 1870 to 1900.

Standard 3
Emergence of the Modern United States: 1897 to 1920
Students will examine the political, economic, social, and cultural development of the United States during the period from 1897 to 1920.

Standard 4
The Modern United States in Prosperity and Depression: 1920-1940
Students will examine the political, economic, social, and cultural development of the United States during the period from 1920 to 1940.

Standard 5
The United States and World War II: 1939 to 1945
Students will examine the causes and course of World War II, effects of the war on the United States society and culture, and its consequences for United States involvement in world affairs.

Standard 6
Postwar United States: 1945-1960
Students will examine the political, economic, social, and cultural development of the United States during the period from 1945 to 1960.

Standard 7

The United States in Troubled Times: 1960 to 1980

Students will examine the political, economic, social, and cultural development of the United States during the period from 1960 to 1980.

Standard 8

The Contemporary United States: 1980 to 2001

Students will examine the political, economic, social, and cultural development of the United States during the period from 1980 to the present.

Standard 9

Historical Research

Students will conduct historical research that includes forming research questions, developing a thesis, investigating a variety of primary and secondary sources and presenting their findings with documentation.

United States History

This two-semester course builds upon concepts developed in previous studies of American history and emphasizes national development from the late nineteenth century into the twenty-first century. After review of fundamental themes in the early development of the nation, students study the key events, persons, groups, and movements in the late nineteenth, twentieth, and early twenty-first centuries, as they relate to life in Indiana and the United States.

STANDARD 1

Early National Development: 1775 to 1877

Students will trace and summarize key ideas, events, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877.

USH.1.1 Explain major ideas about government and key rights, rooted in the colonial and founding periods, which are embedded in key documents. **(Civics and Government)**
Examples: The Virginia Declaration of Rights (1776), Declaration of Independence (1776), Virginia Statute for Religious Freedom (1786), Northwest Ordinance (1787), U.S. Constitution (1787), Federalist Papers 1, 10, 51, and 78 (1787-1788), Bill of Rights (1791), Washington's Farewell Address (1796), and Jefferson's First Inaugural Address (1801).

USH.1.2 Explain major themes in the early national history of the United States.
Examples: Conflicts between American Indians and European settlers, the westward movement, Manifest Destiny and national expansion, sectionalism, nationalism, controversies over the expansion of slavery, abolitionism, and social reform movements.

USH.1.3 Review and summarize key events and developments in the following periods of United States history: Founding the Republic (1775 to1801), Expansion and Reform (1801 to1861), Civil War and Reconstruction (1850 to1877).

USH.1.4 Investigate the impact of laws on the settlement and development of Indiana. *Examples: The Land Ordinance (1785), Northwest Ordinance (1787), Act Creating Indiana Territory (1800), Harrison Land Act (1800), Acts Dividing Indiana Territory (1805 and 1809), Indiana Suffrage Act (1811), and the Indiana Enabling Act (1816).* **(Civics and Government; Individuals, Society, and Culture)**

USH.1.5 Develop and explain time lines on different periods of United States history before 1900.

USH.1.6 Analyze statistical data to explain demographical changes in the United States during the nineteenth century.

USH.1.7 Interpret historical maps to explain the territorial expansion of the United States during the nineteenth century. **(Geography)**

USH.1.8 Identify issues pertaining to slavery, sectionalism, and nationalism before the Civil War, and analyze the interests, perspectives, and points of view of those involved in the issue. **(Civics and Government; Individuals, Society, and Culture)**

STANDARD 2

Development of the Industrial United States: 1870 to 1900

Students will examine the political, economic, social, and cultural development of the United States during the period from 1870 to 1900.

USH.2.1 Identify and explain the importance of key events, persons, and groups associated with industrialization and its impact on urbanization, immigration, farmers, the labor movement, social reform, and government regulation. **(Civics and Government; Economics; Individuals, Society, and Culture)** *Examples: Events - Invention of the telephone (1876), invention of electric light (1879), formation of the Standard Oil Trust (1879), Dawes Act (1887), Interstate Commerce Act (1887), Sherman Anti-Trust Act (1890), the Homestead Strike (1892), the Pullman Strike (1894), invention of the wireless telegraph (1895). People - Helen Hunt Jackson, Thomas Edison, Alexander Graham Bell, Gustavus Swift, Andrew Carnegie, John D. Rockefeller, Guglielmo Marconi, Samuel Gompers, Terrence Powderly, William Jennings Bryan, James B. Weaver, Oliver Kelley, Jacob Riis, Jane Addams, Eugene Debs. Groups - the National Grange, Knights of Labor, American Federation of Labor (AFL), Farmers' Alliances, and the Populist Party.*

USH.2.2 Describe the economic development by which the United States became a major industrial power in the world and identify the factors necessary for industrialization. **(Economics)**

USH.2.3 Explain the economic problems facing farmers during the late nineteenth century. **(Economics)**

USH.2.4 Explain how industrialization affected the environment and the emergence of a conservation movement. **(Individuals, Society, and Culture)**

USH.2.5 Analyze how new immigrant groups affected United States society and culture generally and Indiana particularly. **(Individuals, Society, and Culture)**
Example: Explain how diverse communities and institutions responded to immigration and describe the tensions that arose among and within groups.

USH.2.6 Explain various perspectives on federal government policy about American Indians and migration of settlers to western territories. **(Civics and Government; Geography; Individuals, Society, and Culture)**

USH.2.7 Analyze and evaluate the majority and dissenting opinions of the following landmark decisions of the United States Supreme Court: *Civil Rights Cases* (1883), *Plessy v. Ferguson* (1896), and *United States v. Wong Kim Ark* (1898). **(Civics and Government; Individuals, Society, and Culture)**

USH.2.8 Construct and explain a time line of major technological inventions during the second half of the nineteenth century.

USH.2.9 Identify the main ideas from primary sources, such as nineteenth century political cartoons, about urban government, corruption, and social reform. **(Civics and Government; Individuals, Society, and Culture)**

USH.2.10 Compare primary sources from different perspectives about immigrant experiences in the urban setting. **(Individuals, Society, and Culture)**

USH.2.11 Consider the different perspectives on industrial development and social problems expressed in primary documents. **(Individuals, Society, and Culture)**
Examples: Preamble to the Constitution of the Knights of Labor (1878), "Wealth" by Andrew Carnegie (1889), and the Preamble to the Platform of the Populist Party (1892).

USH.2.12 Investigate historical data from a variety of sources and perspectives about historical issues involving African Americans, Asian Americans, Hispanic Americans, and American Indians. **(Individuals, Society, and Culture)**

STANDARD 3

Emergence of the Modern United States: 1897 to 1920

Students will examine the political, economic, social, and cultural development of the United States during the period from 1897 to 1920.

USH.3.1 Identify and explain the importance of key events and persons in the emergence of the United States as a global power.
Examples: Key events - The Spanish-American War (1898), Annexation of Hawaii (1898) and Samoan Islands (1899), Treaty of Paris (1898), the Open Door Policy (1899), the Philippine War (1898-1902), building the Panama Canal (1903-1914), World War I (1914-1918), United States participation in World War I (1917-1918), Versailles Treaty (1919). People - William McKinley, John Hay, George Dewey, William Randolph Hearst, Alfred Thayer Mahan, Theodore Roosevelt, Woodrow Wilson, James Pershing, and Henry Cabot Lodge.

USH.3.2 Identify and explain the importance of key events, persons, and groups associated with problems of industrial capitalism, urbanization, and political corruption.
Examples: Events - Pure Food and Drug Act (1906), presidential election of 1912, Federal Reserve Act (1913), Clayton Anti-Trust Act (1914), Federal Trade Commission Act (1914), 16th, 17th, 18th, and 19th Amendments of the U.S. Constitution (1913-1919). Persons - Ida Tarbell, Lincoln Steffens, Eugene Debs, Carrie Chapman Catt, Upton Sinclair, Jane Addams, Booker T. Washington, W.E.B. DuBois, Robert LaFollette, William Jennings Bryan, Theodore Roosevelt, William Howard Taft, Woodrow Wilson. Groups - Women's Christian Temperance Union, Niagara Movement, and the National Association for the Advancement of Colored People (NAACP).

USH.3.3 Explain the impact of Progressive ideas about political reform on the expansion of democracy in local and state governments, especially Indiana, and the federal government. **(Civics and Government; Individuals, Society, and Culture)**

USH.3.4 Explain the impact of the following ideas on society and culture in the United States and Indiana and describe the controversies that surrounded them: Progressivism, muckraking, women's suffrage, organized labor, temperance, prohibition, socialism, square deal, and new nationalism. **(Individuals, Society, and Culture)**

USH.3.5 Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *Northern Securities Company v. United States* (1904), *Lochner v. United States* (1905), *Muller v. Oregon* (1908), *Schenck v. United States* (1919), and *Abrams v. United States* (1919). **(Civics and Government; Individuals, Society, and Culture)**

USH.3.6 Analyze "The Roosevelt Corollary to the Monroe Doctrine" (1904), and explain how it modified the Monroe Doctrine (1823) and justified a new direction in United States foreign policy. **(Civics and Government)**

USH.3.7 Analyze President Woodrow Wilson's "Fourteen Points" Address to Congress (1918), and explain how it differed from proposals by French and British leaders for a treaty to conclude World War I. **(Civics and Government; Geography)**

USH.3.8 Evaluate the positions of President Woodrow Wilson and his opponents, such as Senator Henry Cabot Lodge, in the debate over ratification of the Versailles Treaty and United States participation in the League of Nations. **(Civics and Government)**

USH.3.9 Create and explain a time line of key events by which the United States became a world power.

USH.3.10 Locate on a world map territories acquired by the United States during its emergence as an imperial power in the world, and explain how these territories were acquired. **(Civics and Government; Geography)**

STANDARD 4

The Modern United States in Prosperity and Depression: 1920 to 1940

Students will examine the political, economic, social, and cultural development of the United States during the period from 1920 to 1940.

USH.4.1 Identify and explain the importance of key events, persons, and groups in the period of prosperity before the Great Depression.
Examples: Events - Palmer Raids (1920), Teapot Dome Affair (1923), National Origins Act (1924), presidential elections (1920 and 1928), Hawley-Smoot Tariff (1930). People - Herbert Hoover, Al Smith, Langston Hughes, Countee Cullen, Claude McKay. Group - the Ku Klux Klan, creators of the Harlem Renaissance.

USH.4.2 Identify and explain the importance of key events, persons, and groups in the period of the Great Depression.
Examples: Events - The Great Crash (1929), Bonus Army March (1932), presidential elections (1932, 1936, 1940), New Deal policies and programs (1933-1938), Court Packing Controversy (1937). Persons - Franklin D. Roosevelt, Eleanor Roosevelt, John L. Lewis, Huey Long, Mary McLeod Bethune. Group - the Congress of Industrial Workers (CIO).

USH.4.3 Compare and contrast the views of the Republican and Democratic parties during the 1920s and 1930s, and analyze continuity and change of views within each party from the 1920s through the 1930s. **(Civics and Government)**

USH.4.4 Analyze the causes of economic prosperity in the 1920s and economic depression in the 1930s and describe the conflicts between business and labor. **(Economics; Individuals, Society, and Culture)**

USH.4.5 Investigate the ways life was changing on the farm and in the city in the United States generally and in Indiana during the 1920s due to technological development, with particular emphasis on the impact of the automobile industry. **(Economics; Individuals, Society, and Culture)**

USH.4.6 Explain the differing and changing perspectives about the role of the government in American society during the 1920s and 1930s by explaining the views of Presidents Harding, Coolidge, Hoover, and Roosevelt. **(Civics and Government)** *Examples: Hoover's ideas about "the associative state" and his campaign speech, "Rugged Individualism"; Franklin D. Roosevelt's First Inaugural Address (1933) and his New Deal policies.*

USH.4.7 Explain and evaluate the role of values, morals, and ethics in a changing society by examining issues associated with the Red Scare, Prohibition, Scopes Trial, the changing role of women, the Ku Klux Klan (especially in Indiana), and restrictions on immigration. **(Individuals, Society, and Culture)**

USH.4.8 Evaluate the constitutional significance of the following landmark decisions of the United States Supreme Court: *Gitlow v. New York* (1925), *Stromberg v. California* (1931), *Near v. Minnesota* (1931), *Schechter v. United States* (1935), *West Coast Hotel v. Parrish* (1937). **(Civics and Government)**

USH.4.9 Construct a time line to show the origin and development of key ideas and events in the 1920s and 1930s
Example: the New Deal policies in response to the Great Depression of the 1930s.

STANDARD 5

The United States and World War II: 1939 to 1945

Students will examine the causes and course of World War II, the effects of the war on the United States society and culture, and the consequences for United States involvement in world affairs.

USH.5.1 Analyze the causes of World War II in Europe and in the Pacific region, and explain the involvement of the United States in World War II.

USH.5.2 Identify and explain the importance of key events and persons involved with the causes, course, and consequences of World War II.

Examples: Events - Pearl Harbor (1941), Battle of Midway (1942), D-Day Invasion of Normandy (1944), The Holocaust, Yalta Conference (1945), Potsdam Conference (1945), atomic bombs used against Japan (1945), founding of the United Nations (1945). Persons - Douglas MacArthur, Dwight Eisenhower, George Marshall, Omar Bradley, and George Patton.

USH.5.3 Explain how the United States mobilized its economic and military resources to achieve victory in World War II. **(Civics and Government; Economics)**

USH.5.4 Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *West Virginia State Board of Education v. Barnette* (1943), *Hirabayashi v. United States* (1943), *Korematsu v. United States* (1944). **(Civics and Government; Individuals, Society, and Culture)**

USH.5.5 Analyze the economic and social changes in American life brought about by the United States' involvement in World War II, including the roles and status of women and African Americans. **(Economics, Individuals, Society, and Culture)**

USH.5.6 Analyze President Roosevelt's State of the Union Message to Congress (1941), which is called "The Four Freedoms" message, to contrast civic and political values of the United States with those of Nazi Germany. **(Civics and Government)**

USH.5.7 Create time lines of key events from the beginning to the end of World War II in Europe and in the Pacific region.

USH.5.8 Investigate Hitler's "final solution" policy and the Allies' responses to the Holocaust.

USH.5.9 Use a variety of information sources, including primary documents and oral histories, to identify and analyze perspectives on issues related to World War II. **(Individuals, Society, and Culture)**

STANDARD 6

Postwar United States: 1945 to 1960

Students will examine the political, economic, social, and cultural development of the United States during the period from 1945 to 1960.

USH.6.1 Identify and explain the importance of key events, persons, and groups related to the causes, conditions, and consequences of the Cold War.
Examples: Events - Announcement of the Marshall Plan (1947), enunciation of the Truman Doctrine (1947), Berlin Airlift (1948-1949), formation of North American Treaty Alliance (NATO, 1949), Point Four Program (1949), Korean War (1951-1953), formation of Southeast Asia Treaty Organization (SEATO, 1954), U-2 crisis (1960). Persons - Harry Truman, George Kennan, Joseph McCarthy, Douglas MacArthur, Dwight Eisenhower, John Foster Dulles. Groups - House Un-American Activities Committee (HUAC), Communist party of the United States.

USH.6.2 Identify and explain the importance of key events, persons, and groups connected to domestic problems and policies during the presidential administrations of Truman and Eisenhower.
Examples: Events - Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Montgomery Bus Boycott (1955-1956), Federal Highways Act (1956), Civil Rights Act (1957), Little Rock School Crisis (1957-1958). Persons - Charles Hamilton Houston, The Reverend Martin Luther King, Jr., Rosa Parks, Jackie Robinson, Thurgood Marshall. Groups - Congress of Racial Equality (CORE), National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), and the National Urban League.

USH.6.3 Analyze President Truman's proclamation of a new foreign policy, the Truman Doctrine, in his Address to Congress (March 12, 1947), and evaluate his decision to contain expansion of Soviet power in the world. **(Civics and Government)**

USH.6.4 Analyze President Truman's Announcement (June 27, 1950) that the United States would assist South Korea to oppose an invasion by North Korea, and evaluate his decision to involve United States armed forces in the Korean War. **(Civics and Government; Geography; Individuals, Society, and Culture)**

USH.6.5 Analyze the causes, conditions, and consequences of the struggle for civil rights by African Americans. **(Individuals, Society, and Culture)**
Example: Investigate the causes, conditions, and consequences of the Montgomery Bus Boycott (1955 to 1956).

USH.6.6 Analyze and interpret the main ideas in President Eisenhower's Farewell Address (1961). **(Civics and Government)**

USH.6.7 Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *Dennis v. United States* (1951), *Yates v. United States* (1957), and *Cooper v. Aaron* (1958). **(Civics and Government; Individuals, Society, and Culture)**

USH.6.10 Construct a time line to show United States conflicts with other nations. *Examples: The origins, course, and conclusion of the Korean War or the foreign policy responses and domestic policies of the United States to the Cold War with the Soviet Union.*

STANDARD 7

The United States in Troubled Times: 1960 to 1980

Students will examine the political, economic, social, and cultural development of the United States during the period from 1960 to 1980.

USH.7.1 Identify and explain the importance of key events, persons, and groups associated with domestic problems and policies during the 1960s and 1970s.
Examples: Events - March on Washington (1963), civil rights protests in Birmingham and Selma, Alabama (1963 and 1965), Civil Rights Act (1964), Voting Rights Act (1965), Immigration Reform Act (1965), Watergate Crisis (1974).
Persons - John F. Kennedy, Robert Kennedy, Lyndon Johnson, The Reverend Martin Luther King, Jr., Malcolm X, George Wallace, Earl Warren, Richard Nixon.
Groups - National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), National Organization for Women (NOW), Students for a Democratic Society (SDS).

USH.7.2 Analyze and interpret the main ideas of the "I Have a Dream" speech (1963) and the Letter from Birmingham City Jail (1963) by Reverend Martin Luther King, Jr. **(Individuals, Society, and Culture)**

USH.7.3 Identify and explain the importance of key events and persons associated with foreign policy during the 1960s and 1970s. **(Civics and Government; Individuals, Society, and Culture)**
Examples: Events - Cuban Missile Crisis (1962), Vietnam War (1965 to 1975), Paris Peace Accords (1973), Panama Canal Treaty (1977), Iran Hostage Crisis (1979 to 1980).
Persons - Robert McNamara, John F. Kennedy, Lyndon Johnson, William Westmoreland, Richard Nixon, Henry Kissinger, and Jimmy Carter.

USH.7.4 Trace and explain the events that led the United States into and out of the Vietnam War.

USH.7.5 Recognize the changing relationship, as demonstrated in the Cuban Missile Crisis, the space race, the Vietnam War, and the SALT agreements, between the United States and the Soviet Union from 1960 to 1980. **(Civics and Government)**

USH.7.6 Analyze and explain the impact on American society and culture of the new immigration policies after 1965 that led to a new wave of immigration. **(Individuals, Society, and Culture)**

USH.7.7 Trace and explain the gains made by women and minorities during the 1960s and 1970s. **(Individuals, Society, and Culture)**

USH.7.8 Analyze Richard Nixon's decision to resign and explain the importance of this decision on constitutional grounds. **(Civics and Government)**

USH.7.9 Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *Heart of Atlanta Motel v. United States* (1964), *Reynolds v. Simms* (1964), *New York Times Company v. United States* (1971), *Roe v. Wade* (1973), and *United States v. Nixon* (1974). **(Civics and Government)**

USH.7.10 Construct time lines of major events and movements, such as the Civil Rights movement and the Vietnam War, in the 1960s and 1970s, and explain their causes and consequences.

STANDARD 8

Contemporary United States: 1980 to 2001

Students will examine the political, economic, social, and cultural development of the United States during the period from 1980 to the present.

USH.8.1 Identify and explain the importance of key events and persons associated with domestic problems and policies from 1980 to 2001.
Examples: Events - Air traffic controllers strike (1981), Equal Access Act (1984), Gramm- Rudman-Hollings Act (1985), Iran-Contra Scandal (1986), impeachment of President Clinton (1998-1999), presidential election of 2000.
Persons - Ronald Reagan, Oliver North, George Bush, Kenneth Starr, William Clinton, George W. Bush, and Al Gore.

USH.8.2 Identify and explain the importance of key events and persons associated with foreign policy from 1980.
Examples: Events - Invasion of Grenada (1983), invasion of Panama (1989), end of the Cold War (1989), the Gulf War (1990), fall of the Soviet Union (1991), military peace-keeping missions to Lebanon (1983), Somalia (1992), Haiti (1994), Bosnia-Herzegovina (1995), and Kosovo (1999).
Persons - Ronald Reagan, George Bush, William Clinton, Colin Powell, and Norman Schwarzkopf.

USH.8.3 Analyze and evaluate President Ronald Reagan's decision to confront and contest the Soviet Union and its satellite countries in foreign affairs (known as the Reagan Doctrine). **(Civics and Government)**

USH.8.4 Identify and explain the trends and events that led to the fall of the Soviet Union and the communist regimes of Soviet satellite nations in Europe and explain the role of the United States as a super-power in the post-Cold War world. **(Civics and Government)**

USH.8.5 Analyze and evaluate President Bill Clinton's decision to use United States armed forces against Yugoslavia to stop human rights abuses in Kosovo. **(Civics and Government)**

USH.8.6 Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *Westside Community School District v. Mergens* (1990), *Reno v. American Civil Liberties Union* (1997), *Mitchell v. Helms* (2000), and *Bush v. Gore* (2000). **(Civics and Government)**

USH.8.7 Analyze and evaluate the continuing grievances of racial and ethnic minority groups and their recurrent reference to core principles and values of constitutional democracy in the United States as justifications for their positions on issues of justice. **(Civics and Government; Individuals, Society, and Culture)**

USH.8.8 Analyze and evaluate debates about the rights of women and issues about the goals of the women's movement. **(Individuals, Society, and Culture)**

USH.8.9 Trace and explain demographic changes in the United States. **(Individuals, Society, and Culture)**
Examples: Continuing population flow from cities to suburbs and from the "Rustbelt" to the "Sunbelt" and continuing diversity due to immigration from various parts of the world.

USH.8.10 Compare and contrast daily life in America before and after the arrival of computer technology. **(Individuals, Society, and Culture)**

STANDARD 9

Historical Research

Students will conduct historical research that includes forming research questions, developing a thesis, investigating a variety of primary and secondary sources and presenting their findings with documentation.

USH.9.1 Locate and analyze primary and secondary sources presenting differing perspectives on events and issues of the past.
Example: Primary and secondary sources should include a balance of electronic and print sources, such as autobiographies, diaries, maps, photographs, letters, newspapers, and government documents.

USH.9.2 Locate and use sources found at local and state libraries, archival collections, museums, historic sites, and electronic sites.

WORLD GEOGRAPHY
Overview

At the high school level, the ***Indiana Academic Standards for Social Studies*** provide standards for specific courses that focus on one of the five content areas that make up the core of the social studies curriculum: **History, Civics and Government, Geography, Economics,** and **Individuals, Society, and Culture** (psychology, sociology, and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the subject matter. (Supporting content areas are indicated in parenthesis.) Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

Standard 1
The World in Spatial Terms

Students will use maps, globes, atlases, and grid-referenced technologies such as remote sensing, Geographic Information Systems (GIS), and Global Positioning Systems (GPS) to acquire and process information about people, places, and environments.

Standard 2
Places and Regions

Students will acquire a place-location framework for thinking geographically. They will identify the physical and human characteristics of places. They will understand that people create regions to interpret earth's complexity and that culture and experience influence people's perception of places and regions.

Standard 3
Physical Systems

Students will acquire a framework for thinking about the earth's physical systems: earth/sun relations, climate and related ecosystems, and land forms.

Standard 4
Human Systems

Students will identify and analyze the human activities that shape the Earth's surface, including population numbers, distribution, and growth rates, rural and urban land use, ways of making a living, cultural patterns, and economic and political systems. Using grid-based technology, such as remote sensing and GIS wherever possible, they will map the distribution of various human phenomena and look for spatial patterns that the maps reveal.

Standard 5
Environment and Society
Students will analyze ways in which humans affect and are affected by their physical environment.

Standard 6
The Uses of Geography
Students will describe the influence of physical and human geographic factors on the evolution of significant historic events and movements. They will apply the geographic viewpoint to local, regional, and world policies and problems.

World Geography

Students use maps, globes, graphs, and information technology as they study global patterns of physical and cultural characteristics. Students are expected to apply knowledge of geographic concepts to research, inquiry, and participatory processes. Standards are organized around six elements: 1) The World in Spatial Terms, 2) Places and Regions, 3) Physical Systems, 4) Human Systems, 5) Environment and Society, and 6) The Uses of Geography.

STANDARD 1

The World in Spatial Terms

Students will use maps, globes, atlases, and grid-referenced technologies such as remote sensing, Geographic Information Systems (GIS), and Global Positioning Systems (GPS) to acquire and process information about people, places, and environments.

WG.1.1 Explain the Earth's grid system, and be able to locate places using degrees of latitude and longitude.

WG.1.2 Demonstrate that, as an attempt to represent the round earth on flat paper, all maps distort, and be able to evaluate the distortion associated with any given projection.

WG.1.3 Use locational technology (remote sensing, Global Positioning Systems [GPS] and Geographic Information Systems [GIS]) in order to establish spatial relationships.

WG.1.4 Explain that maps contain spatial elements of point, line, area, and volume, each of which must be digitized differently for incorporation within a GIS.

WG.1.5 Ask geographic questions* and obtain answers from a variety of sources, such as books, atlases, and other written materials; statistical source material; fieldwork and interviews; remote sensing; word processing; and GIS. Reach conclusions and give oral, written, graphic, and cartographic expression to conclusions.
*Geographic question: A question that asks "Where?" and "Why there?"

WG.1.6 Give examples of how maps are often used to convey biased information, so that critical analysis of map sources is essential.

WG.1.7 Explain that people develop their own mental maps, or personal perceptions of places in the world, that their experiences and culture influence their perceptions, and these perceptions tend to influence their decision-making. **(Individuals, Society, and Culture)**

STANDARD 2

Places and Regions

Students will acquire a framework for thinking geographically, including the location and unique characteristics of places. They will identify the physical and human characteristics of places. They will understand that people create regions to interpret earth's complexity, and that culture and experience influence people's perception of places and regions.

WG.2.1 Name and locate the world's major bodies of water, major mountain ranges, major river systems, all countries, and major cities.

WG.2.2 Categorize characteristics of places in terms of whether they are physical (natural) or cultural (human). Know and apply the sub-categories of physical and cultural characteristics when describing any given place.

WG.2.3 Give examples of how places and regions change over time.

WG.2.4 Give examples and analyze ways in which people's changing views of places and regions reflect cultural change. **(Individuals, Society, and Culture)**

WG.2.5 Explain that the concept of "region"* has been devised by people as a way of categorizing, interpreting, and ordering complex information about the earth. *Region: Some regions have finite or absolute boundaries, such as political units like a country, state, or school district. Some regions have blurred boundaries, such as crop or climate region or a language speaking region. Regions also can be entirely perceptual. An example is the "Midwest", where boundaries vary widely according to people's perceptions. **(Individuals, Society, and Culture)**

WG.2.6 Give examples of how people create regions to help them understand the Earth's complexity. **(Individuals, Society, and Culture)**

WG.2.7 Give examples of critical issues that may be region-specific and others that cross regional boundaries. **(Individuals, Society, and Culture)**

WG.2.8 Identify a region where natural disasters occur frequently, and give examples of how international efforts bring aid to this region. **(Individuals, Society, and Culture; Civics and Government)**

STANDARD 3

Physical Systems

Students will acquire a framework for thinking about the earth's physical systems: earth/sun relations, climate and related ecosystems, and land forms.

WG.3.1 Recall and apply knowledge concerning earth/sun relationships, including "reasons for seasons" and time zones.

WG.3.2 Categorize elements of the natural environment as belonging to one of the four components of Earth's physical systems: atmosphere, lithosphere, biosphere, or hydrosphere.

WG.3.3 Explain the difference in weather* and climate*.
*Climate: An average of weather conditions over a long period of time
*Weather: The condition of the atmosphere at any given time.
Example: Describe the El Niño phenomena (also known as the Southern Oscillation), and detail its worldwide effects.

WG.3.4 Identify and account for the distribution pattern of the world's climates.

WG.3.5 Describe the world patterns of natural vegetation and biodiversity and their relations to world climate patterns.

WG.3.6 Integrate understandings concerning the physical processes that shape the earth's surface and result in existing land forms: plate tectonics, mountain building, erosion, and deposition.

WG.3.7 Give specific examples, in terms of places where they occur, of the physical processes that shape the earth's surface.

WG.3.8 Map with precision the occurrence of earthquakes on the earth over a given period (at least several months), and draw conclusions concerning regions of tectonic instability.

WG.3.9 Explain the safety measures people can take in the event of an earthquake, a tornado, or a hurricane, and map the occurrence of each of these natural hazards in the United States over a given period of time. **(Civics and Government; Individuals, Society, and Culture)**

WG.3.10 Use a variety of means to research the sources of different types of pollution in the local community, and design measures that can be taken to reduce each type of pollution. **(Civics and Government; Individuals, Society, and Culture)**

STANDARD 4

Human Systems

Students will identify and analyze the human activities that shape the Earth's surface, including population numbers, distribution and growth rates, rural and urban land use, ways of making a living, culture patterns, and economic and political systems. Using grid-based technology (i.e. remote sensing and GIS) whenever possible, they will map the distribution of various human phenomena and look for spatial patterns that the maps reveal.

WG.4.1 Explain the concept of population dynamics, and through maps establish world patterns of population distribution, density, and growth. Relate population growth rates to health statistics, food supply, or other measures of well-being. Understand that patterns differ not only among countries but also between regions within a single country. **(Civics and Government; Economics; Individuals, Society, and Culture)**

WG.4.2 Develop maps of human migration and settlement patterns at different times in history, and compare to the present. **(Civics and Government; History; Individuals, Society, and Culture)**

WG.4.3 Hypothesize about the impact of push/pull factors on human migration in selected regions and about the changes in these factors over time. **(Civics and Government; Economics; History; Individuals, Society, and Culture)**

WG.4.4 Describe the world-wide trend toward urbanization and be able to graph this trend.
(Individuals, Society, and Culture)

WG.4.5 Explain that the internal structure of cities varies in different regions of the world and give examples. **(Individuals, Society, and Culture)**

WG.4.6 Analyze the changing structure and functions of cities over time. **(History; Individuals, Society, and Culture)**

WG.4.7 Identify patterns of economic activity in terms of primary (growing or extracting), secondary (manufacturing), and tertiary (distributing and services) activities. Realize that the percentage of the working population in each of these categories varies by country and changes over time, and that the trend everywhere is toward an increase in the percentage involved in providing services. **(Economics)**

WG.4.8 Map the distribution patterns of the world's major religions, and identify architectural features associated with each. **(History; Individuals, Society, and Culture)**

WG.4.9 Map the distribution pattern of the world's major languages, and explain the concept of a *lingua franca* (a widely-used second language; a language of trade and communication). **(History; Individuals, Society, and Culture)**

WG.4.10 Identify the cultural contributions of various ethnic groups in selected world regions and countries, including the United States. **(History; Individuals, Society, and Culture)**

WG.4.11 Map the world-wide occurrence of the three major economic systems – traditional, command, and market; describe the characteristics of each, and identify influences leading to potential change. **(Economics)**

WG.4.12 Classify the world's countries in terms of levels of economic development, as determined by Gross Domestic Product per capita and key demographic and social indicators. Map and analyze the results. **(Economics)**

WG.4.13 Explain the meaning of the word *infrastructure,* and analyze its relationship to a country's level of development. **(Civics and Government; Economics; Individuals, Society, and Culture)**

WG.4.14 Devise ways of illustrating the economic interdependence of countries and regions. **(Economics)**

WG.4.15 Explain how change in communication and transportation technology is contributing to both cultural convergence and divergence. **(Individuals, Society, and Culture)**

WG.4.16 Point out specific situations where human or cultural factors are involved in global conflict situations, and identify different viewpoints in the conflict; create scenarios under which these cultural factors would no longer trigger conflict. **(Civics and Government; Economics; Individuals, Society, and Culture)**

WG.4.17 Explain how different points of view influence policies relating to the use and management of Earth's resources. **(Civics and Government; Economics; Individuals, Society, and Culture)**

WG.4.18 Identify international organizations of global power and influence (North Atlantic Treaty Organization/ NATO, the United Nations, the European Union, Association of Southeast Asian Nations/ ASEAN), and form committees to report on the influence and limits to influence that each experiences. **(Civics and Government; Economics)**

WG.4.19 Demonstrate that change on Earth is constant, in both the physical and the cultural realm, and that the movement of populations, goods, and ideas creates ever-altering spatial patterns. **(Civics and Government; Economics; History; Individuals, Society, and Culture)**

STANDARD 5

Environment and Society

Students will analyze ways in which humans affect and are affected by their physical environment.

WG.5.1 Identify human-caused threats to the world's environment: atmospheric and surface pollution, deforestation, desertification, salinization, over-fishing, urban sprawl, species extinction. Map the worldwide occurrence of each of these phenomena. **(Civics and Government; Economics; Individuals, Society, and Culture)**

WG.5.2 Identify ways in which occurrences in the natural environment can be a hazard to humans: earthquakes, volcanic eruptions, tornadoes, flooding, hurricanes and cyclones, lightening-triggered fires. **(Civics and Government; Economics; Individuals, Society, and Culture)**

WG.5.3 Examine ways that people in different parts of the world have adapted to the physical environment.

WG.5.4 Evaluate ways in which technology has expanded the capability of humans to modify the physical environment and the ability of humans to mitigate the effect of natural disasters. **(Individuals, Society, and Culture)**

WG.5.5 Examine the characteristics of major global environmental changes. *Examples: Global warming or the decline of certain species of flora and fauna; and assess whether the changes are the result of human action, natural causes, or both.* **(Civics and Government; Economics; Individuals, Society, and Government)**

WG.5.6 Analyze examples of changes in the physical environment that have reduced the capacity of the environment to support human activity. **(Economics; Individuals, Society, and Culture)**

WG.5.7 Evaluate how and why the ability of the earth to feed its people has changed over time. **(Civics and Government; Economics; History; Individuals, Society, and Culture)**

WG.5.8 Analyze world patterns of resource distribution and utilization, and explain the consequences of use of renewable and non-renewable resources. **(Economics; Individuals, Society, and Culture)**

WG.5.9 Develop possible solutions to scenarios of environmental change brought on by human activity. **(Civics and Government; Economics; Individuals, Society, and Culture)**

WG.5.10 Assess how people's perceptions of their relationship to natural phenomena have changed over time, and analyze how these changing perceptions are reflected in human activity and land use. **(History; Individuals, Society, and Culture)**

STANDARD 6

The Uses of Geography

Students will understand the influence of physical and human geographic factors on the evolution of significant historic events and movements. They will apply the geographic viewpoint to local, regional, and world policies and problems.

WG.6.1 Describe the ways in which Earth's physical processes are dynamic and interactive.

WG.6.2 Analyze the possible effect of a natural disaster on the local community, and devise plans to cope with the disaster so as to minimize or mitigate its effect. **(Civics and Government; Economics; Individuals, Society, and Culture)**

WG.6.3 Identify major patterns of human migration, both in the past and present. **(History; Individuals, Society, and Culture)**

WG.6.4 Identify spatial patterns in the movement of people, goods, and ideas throughout history. **(Economics; History; Individuals, Society, and Culture)**

WG.6.5 Understand the relationships between changing transportation technologies and increasing urbanization. **(Economics; Individuals, Society, and Culture)**

WG.6.6 Evaluate the impact of human migration on physical and human systems. **(Civics and Government; Economics; Individuals, Society, and Culture)**

WG.6.7 Assess how people's changing perceptions of geographic features have led to changes in human societies. **(Individuals, Society, and Culture)**

WG.6.8 Compare the attitudes of different religions toward the environment and resource use; consider the effect of religion on world economic development patterns, cultural conflict, and social integration. **(Economics; Individuals, Society, and Culture)**

WG.6.9 Assess the growing worldwide impact of tourism. Consider the multiple effects of tourism on developing countries, and develop guidelines for Americans who travel as tourists in other countries.

WG.6.10 Consider the possible consequences of a world temperature increase. *Examples: Consider what might be the effect on coastal areas, on world food supply, or on human migration.* **(Civics and Government; Economics; Individuals, Society, and Culture)**

WG.6.11 Assess the consequences of population growth or decline in various parts of the United States. Determine whether the local community is growing or shrinking, and develop long-range plans based on present trends. **(Individuals, Society, and Culture)**

WG.6.12 Develop policies that are designed to guide the use and management of Earth's resources and that reflect multiple points of view. **(Civic and Government; Economics)**

WORLD HISTORY/CIVILIZATION

At the high school level, the ***Indiana Academic Standards for Social Studies*** provide standards for specific courses that focus on one of the five content areas that make up the core of the social studies curriculum: **History, Civics and Government, Geography, Economics,** and **Individuals, Society, and Culture** (psychology, sociology, and anthropology). One of these content areas may be the major focus of the course while the other areas play supporting roles or become completely integrated into the subject matter. (Supporting content areas are indicated in parenthesis.) Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

Standard 1
Beginnings of Human Society

Students will examine the lives of the hunting and gathering people of the ancient world during the beginnings of human society.

Standard 2
Early Civilizations, 4000 to 1000 BCE

Students will examine the characteristics of early civilizations including those of Egypt, Mesopotamia, the Indus River Valley, and China from 4000 to 1000 BCE.

Standard 3
Classical Civilizations of Greece and Rome, 2000 BCE to 500 CE

Students will examine the antecedents, origins, development, and achievements of the classical civilizations of Greece and Rome from 2000 BCE to 500 CE.

Standard 4
Major Civilizations, States, and Empires in Asia, Africa, and the Americas, 1000 BCE to 1500 CE

Students will trace the development of major civilizations, states, and empires in different regions of Asia, Africa, and the Americas from 1000 BCE to 1500 CE.

Standard 5
Medieval Europe and the Rise of Western Civilization, 500 to 1500

Students will examine the political, economic, social, and cultural development of Europe, which influenced the rise of Western Civilization from 500 to 1500.

Standard 6
The Renaissance and Reformation in Europe and the Development of Western Civilization, 1250 to 1650

Students will examine the antecedents, events, outcomes, and legacy for Western Civilization of the Renaissance and Reformation from 1250 to 1650.

Standard 7
Worldwide Exploration, Conquest, and Colonization, 1450 to 1750

Students will examine the causes, events, and consequences of European worldwide exploration, conquest, and colonization from 1450 to 1750.

Standard 8
Scientific, Political, and Industrial Revolutions, 1500 to 1900

Students will examine the causes, events, and global consequences of the scientific, political, and industrial revolutions that originated in Western Europe and profoundly influenced the world from 1500 to 1900.

Standard 9
Global Imperialism, 1750 to 1900

Students will examine the origins, major events, and consequences of worldwide imperialism from 1750 to 1900.

Standard 10
An Era of Global Conflicts, Challenges, Controversies, and Changes, 1900 to 2001

Students will analyze and explain twentieth century trends and events of global significance, such as world wars, international controversies and challenges, and cross-cultural changes that have connected once separated regions into an incipient global community.

Standard 11
Historical Research

Students will conduct historical research that includes forming research questions, developing a thesis, investigating a variety of primary and secondary sources and presenting their findings with documentation.

World History

This two-semester course emphasizes key events and developments in the past that influenced peoples and places in subsequent eras. Students are expected to practice skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, research, issues-analysis, and decision-making. They examine the key concepts of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present.

STANDARD 1

Beginnings of Human Society

Students will examine the lives of the hunting and gathering people of the ancient world during the beginnings of human society.

WH.1.1 Trace the approximate chronology and territorial range of early human communities, and analyze the processes that led to their development. **(Geography; Individuals, Society, and Culture)**

WH.1.2 Analyze and compare how peoples of West Africa, Europe, Southeast Asia, East Asia, and the Americas domesticated food plants and developed agricultural communities in response to local needs and conditions. **(Geography)**

WH.1.3 Describe types of evidence and methods of investigation by which scholars have reconstructed the early history of domestication, agricultural settlement, and cultural development.

WH.1.4 Describe social, cultural, and economic characteristics of large agricultural settlements on the basis of evidence gathered by archaeologists. *Examples: Catal Hayuk and Jericho.* **(Geography; Individuals, Society, and Culture)**

STANDARD 2

Early Civilizations, 4000 to 1000 BCE

Students will examine the characteristics of early civilizations including those of Egypt, Mesopotamia, the Indus River Valley, and China from 4000 to 1000 BCE.

WH.2.1 Explain the criteria that have been used to define the idea of civilization and the key differences between civilizations and other forms of social organization. **(Individuals, Society, and Culture)**

WH.2.2 Compare causes and conditions by which civilizations developed in Egypt, Southwest Asia and the Eastern Mediterranean region, India, and China, and explain why the emergence of these civilizations was a decisive transformation in human history. **(Geography; Individuals, Society, and Culture)**

WH.2.3 Differentiate hierarchies in the social structures of early civilized peoples, and explain the influence of religious belief systems upon ancient governmental systems, including analysis of the importance of Judaism. **(Individuals, Society, and Culture)**

WH.2.4 Construct a time line of main events on the origin and early development of civilizations in Mesopotamia, Egypt, the Indus Valley, and China.

WH.2.5 Use multiple sources of evidence to explain relationships in early civilizations, including those in Egypt or China, between the development of state authority and the growth of aristocratic power, taxation systems, and institutions of coerced labor, including slavery. **(Civics and Government; Economics)**

STANDARD 3

Classical Civilizations of Greece and Rome, 2000 BCE to 500 CE

Students will examine the antecedents, origins, development, and achievements of the classical civilizations of Greece and Rome from 2000 BCE to 500 CE.

Greek Civilization

WH.3.1 Trace the origins of Cretan civilization and its impact on later civilizations on the Greek mainland.

WH.3.2 Describe the institutions and traditions of the Greek city-based republics, their influence on the lives of citizens and other residents, and their impact on the development of democratic and republican forms of government. **(Civics and Government)**

WH.3.3 Identify and explain the significance of achievements of Greeks in mathematics, science, philosophy, architecture, and the arts and their impact on various peoples and places in subsequent periods of world history. **(Individuals, Society, and Culture)**

WH.3.4 Analyze the major events of the wars between Persians and the Greeks, reasons why the Persians failed to conquer the Greeks, and consequences of the wars for Greek civilization.

WH.3.5 Compare and contrast the daily life, social hierarchy, culture, and institutions of Athens and Sparta; describe the rivalry between Athens and Sparta, and explain the causes and consequences of the Peloponnesian War. **(Geography; Civics and Government; Individuals, Society, and Culture)**

WH.3.6 Describe the rise of Alexander the Great to power, the development and demise of his empire, and his legacy.

Roman Civilization

WH.3.7 Trace the origins of the Etruscan civilization and its impact upon Roman civilization, as well as the influences of the Greeks upon the Romans. **(Individuals, Society, and Culture)**

WH.3.8 Describe Roman republican government and society, and trace the changes that culminated in the end of the republic and the beginning of the Roman Empire. **(History; Civics and Government; Individuals, Society, and Culture)**

WH.3.9 Describe Roman achievement in law and technology and explain their impact on various peoples and places in subsequent periods of world history. **(Individuals, Society, and Culture)**

WH.3.10 Explain the origins of Christianity, including the lives and teachings of Jesus and Paul and the relationships of early Christians with officials of the Roman Empire. **(Individuals, Society, and Culture)**

WH.3.11 Analyze the causes, conditions, and consequences of the spread of Christianity throughout the Roman Empire, including the policies of Emperor Constantine the Great. **(Individuals, Society, and Culture)**

WH.3.12 Explain the causes, conditions, and consequences of the decline and fall of the western part of the Roman Empire.

STANDARD 4

Major Civilizations, States, and Empires in Asia, Africa, and the Americas, 1000 BCE to 1500 CE

Students will trace the developments of major civilizations, states, and empires in different regions of Asia, Africa, and the Americas from 1000 BCE to 1500 CE.

Asia

WH.4.1 Trace the development and major achievements of civilization in India with particular emphasis on the rise and fall of the Maurya Empire, the "golden period" of the Gupta Empire, and the reign of Emperor Ashoka. **(Civics and Government)**

WH.4.2 Use various primary and secondary sources to examine, interpret, and compare the main ideas of Hinduism and Buddhism, and explain their influence on civilization in India. **(Individuals, Society, and Culture)**

WH.4.3 Explain how Buddhism spread and influenced peoples and their cultures in Ceylon, Central Asia, and East Asia. **(Individuals, Society, and Culture)**

WH.4.4 Trace the development and major achievements of Chinese civilization during various key dynasties, such as the Zhou, Qin, Han, Tang, and Song. **(Civics and Government; Individuals, Society, and Culture)**

WH.4.5 Describe the life of Confucius; compare the fundamental teachings of Confucianism and Taoism, and explain the influence of these ideas on Chinese civilization. **(Individuals, Society, and Culture)**

WH.4.6 Describe the origins and development of Japanese society and the imperial state in Japan. **(Civics and Government; Individuals, Society, and Culture)**

WH.4.7 Describe the life of Muhammad, fundamental teachings of Islam, and connections of Islam to Judaism and Christianity. **(Individuals, Society, and Culture)**

WH.4.8 Trace the extent and consequences of Islam's spread in Asia and the Mediterranean region, including North Africa and Europe's Iberian Peninsula. **(Individuals, Society, and Culture)**

WH.4.9 Explain how the community of Muslims (believers in Islam) became divided into Sunnis and Shi'ites and the long-term consequences of this division. **(Individuals, Society, and Culture)**

WH.4.10 Describe and explain the rise and expansion of the Mongol empire and its consequences for Eurasian peoples, including the achievements of Chinggis Khan in the context of Mongol society and his impact on Eurasian history.

Sub-Saharan Africa

WH.4.11 Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and the development of Ethiopia.

WH.4.12 Describe the rise and fall of the ancient kingdom of Ghana and how it became Africa's first large empire.

WH.4.13 Describe the rise, development, and decline of Mali and Songhai.

WH.4.14 Explain the origins and development of the slave trade in Africa and its connections to Arabic peoples of North Africa and Southwest Asia and to Western European peoples. **(Individuals, Society, and Culture)**

The Pre-Columbian Americas

WH.4.15 Describe the origins and importance of farming in the development of pre-Columbian societies and civilizations in various regions of the Americas. **(Geography; Individuals, Society, and Culture)**

WH.4.16 Compare and contrast the Maya, Aztec, and Inca civilizations in terms of their arts, religion, sciences, economy, social hierarchy, government, armed forces, and imperial expansion.

STANDARD 5

Medieval Europe and the Rise of Western Civilization, 500-1500

Students will examine the political, economic, social, and cultural development of Europe, which influenced the rise of Western Civilization from 500 to 1500.

WH.5.1 Describe the impact on Western Europe of the collapse of the Roman Empire.

WH.5.2 Describe the importance of Christian monasteries and convents as centers of education, political power, economic productivity, and commercial life, and describe their roles in spreading the Christian religion and civilization throughout Western and Central Europe. **(Individuals, Society, and Culture)**

WH.5.3 Explain how Western Civilization arose from a synthesis of Christianity and classical Greco-Roman civilization with the cultures of northern European peoples. **(Individuals, Society, and Culture)**

WH.5.4 Describe the rise and achievements of Charlemagne and the Empire of the Franks, and explain how the idea of Christendom influenced the development of cultural unity in Europe. **(Individuals, Society, and Culture)**

WH.5.5 Define feudalism and the manorial system, and explain their impact upon European civilization. **(Civics and Government; Individuals, Society, and Culture)**

WH.5.6 Describe the technological improvements in agriculture and the growth of towns, guilds, and banking during the Middle Ages.

WH.5.7 Analyze and compare the success of the Latin and Greek Churches in spreading the Christian religion and civilization to peoples of Northern and Eastern Europe. **(Individuals, Society, and Culture)**

WH.5.8 Explain the Great Schism of 1054 and the development of Eastern and Western branches of Christianity. **(Individuals, Society, and Culture)**

WH.5.9 Explain the causes of the Crusades and their consequences for Europe and Southwest Asia, including the growth in power of the monarchies in Europe. **(Civics and Government; Individuals, Society, and Culture)**

WH.5.10 Describe the rise, achievements, decline and demise of the Byzantine Empire, the relationships of Byzantine and Western Civilizations, the conquest of Constantinople by the Turks in 1453, and the impact on European peoples of the Turkish (Ottoman) Empire. **(Civics and Government; Individuals, Society, and Culture)**

WH.5.11 Interpret maps and time lines depicting major events in medieval Europe, which were related to the rise of Western Civilization. **(History; Geography)**

STANDARD 6

The Renaissance and Reformation in Europe and the Development of Western Civilization, 1250-1650

Students will examine the antecedents, events, outcomes, and legacies for Western Civilization of the Renaissance and Reformation from 1250 to 1650.

WH.6.1 Trace the origins and developments of the Renaissance in the Italian peninsula. Explain its diffusion throughout Western Europe and its impact on peoples and places associated with Western Civilization.

WH.6.2 Describe the main themes and achievements of the Renaissance, including its impact on science, technology and the arts.
Example: Recognize and explain the importance of the artists of the southern and northern Renaissance, such as Michelangelo, Leonardo da Vinci, Brueghel.
(Individuals, Society, and Culture)

WH.6.3 Analyze the social and cultural impact of the invention of the printing press upon the Renaissance and the Protestant Reformation. **(Individuals, Society, and Culture)**

WH.6.4 Analyze the discontent of Christian reformers with the Roman Catholic Church of the sixteenth century, which led to the Protestant Reformation. **(Individuals, Society, and Culture)**

WH.6.5 Trace the spread of Protestantism across Europe and the reactions of the Catholic Church, and explain the influence of the Reformation on the development of Western Civilization. **(Individuals, Society, and Culture)**

WH.6.6 Explain the importance of various Protestant reformers, including Martin Luther, John Calvin, and Ulrich Zwingli. **(Individuals, Society, and Culture)**

WH.6.7 Trace the origins and development of the Church of England. **(Civics and Government; Individuals, Society, and Culture)**

WH.6.8 Explain the purposes, policies, and importance of the Catholic Reformation (the Church's response to the Protestant Reformation) and its consequences, including the Council of Trent. **(Individuals, Society, and Culture)**

WH.6.9 Explain the importance of various Catholic reformers, including Ignatius Loyola, Carlo Borromeo, and Francis de Sales. **(Individuals, Society, and Culture)**

WH.6.10 Explain the causes, events, and consequences of wars associated with the Reformation, which culminated with the Thirty Years War, 1618 to 1648. **(Economics; Civics and Government; Individuals, Society, and Culture)**

STANDARD 7

Worldwide Exploration, Conquest, and Colonization, 1450 to 1750

Students will examine the causes, events, and consequences of European worldwide exploration, conquest, and colonization from 1450 to 1750.

WH.7.1 Explain the causes and conditions of worldwide voyages of exploration and discovery by expeditions from Portugal, Spain, France, England, and the Netherlands.

WH.7.2 Explain the origins, developments, main events, and consequences of European overseas expansion through conquest and colonization.

WH.7.3 Explain the origins, developments, and consequences of the trans-Atlantic slave trade between Africa and the Americas. **(Economics; Geography; Individuals, Society, and Culture)**

WH.7.4 Explain the encounters between Europeans and peoples of Sub-Saharan Africa, Asia, and the Americas and the consequences for the various peoples involved in these global interactions. **(Geography; Individuals, Society, and Culture)**

WH.7.5 Describe the worldwide exchange of flora, fauna, and pathogens brought about by trans-oceanic voyages of exploration and the consequences for the various peoples involved in these encounters. **(Individuals, Society, and Culture)**

WH.7.6 Identify major technological innovations in shipbuilding, navigation, and naval warfare, and explain how these technological advances were related to European voyages of exploration, conquest, and colonization. **(Individuals, Society, and Culture)**

WH.7.7 Construct and interpret time lines about main events of the European voyages of exploration and discovery and encounters of the Spanish with the Aztec and Inca civilizations.

WH.7.8 Analyze and compare the ways that slavery and other forms of coerced labor or social bondage were practiced in East Africa, West Africa, Southwest Asia, Europe, and the Americas from 1450 to1750. **(Economics; Individuals, Society, and Culture)**

STANDARD 8

Scientific, Political, and Industrial Revolutions, 1500 to 1900

Students will examine the causes, events, and global consequences of the scientific, political, and industrial revolutions that originated in Western Europe and profoundly influenced the world from 1500 to 1900.

WH.8.1 Explain the modern scientific method, which exemplified the Scientific Revolution, and distinguish modern science from science in preceding periods of world history. **(Individuals, Society, and Culture)**

WH.8.2 Describe new theories of the universe and the natural world, which were associated with the Scientific Revolution. **(Individuals, Society, and Culture)**

WH.8.3 Analyze the impact of science upon technology, government, economy, and society in Europe, and explain the global importance of the Scientific Revolution. **(Economics; Civics and Government; Individuals, Society, and Culture)**

WH.8.4 Trace the origins and consequences of the English Civil War on the government and society of England, and explain the significance of the Glorious Revolution of 1688 for the development of popular government and liberty in England and its colonies in North America. **(Economics; Civics and Government; Individuals, Society, and Culture)**

WH.8.5 Explain the concept of "the Enlightenment" in European history, and describe its impact upon political thought and government in Europe, North America, and other regions of the world. **(Civics and Government)**

WH.8.6 Compare and contrast the causes and events of the American and French Revolutions of the late eighteenth century and their consequences for the growth of liberty, equality, and democracy in Europe, North America, and other parts of the world. **(Civics and Government; Individuals, Society, and Culture)**

WH.8.7 Describe the causes, events, and outcomes of the Latin American independence movements of the nineteenth century. **(Civics and Government; Individuals, Society, and Culture)**

WH.8.8 Describe the causes and conditions of the Industrial Revolution in England, Europe, and the United States, and explain the global consequences. **(Individuals, Society, and Culture)**

WH.8.9 Explain the rise of socialism and communism in the context of the political and industrial revolutions. **(Civics and Government; Individuals, Society, and Culture)**

WH.8.10 Analyze and evaluate the influence of Christianity, Enlightenment-era philosophy, and democratic revolutions and ideas in abolishing the slave trade, in emancipating slaves in the Americas, and in achieving social reforms in various regions of the world. **(Individuals, Society, and Culture)**

STANDARD 9

Global Imperialism, 1750 to 1900

Students will examine the origins, major events, and consequences of worldwide imperialism from 1750 to 1900.

WH.9.1 Discuss the rise of nation-states and nationalism in Europe, North America, and Asia. **(Civics and Government; Individuals, Society, and Culture)**

WH.10.2 Explain causes of the February and October Revolutions of 1917 in Russia, their effects on the outcome of World War I, and the success of the Bolsheviks (Communists) in their establishment of the Soviet Union (the Union of Soviet Socialist Republics). **(Economics; Civics and Government; Individuals, Society, and Culture)**

WH.10.3 Compare the totalitarian ideologies, institutions, and leaders of the Soviet Union and Nazi Germany. Describe acts of oppression, including extermination by the Nazis and Soviet Communists against particular inhabitants within their countries, and acts of aggression against other countries during the 1930s by the Soviet Union and Nazi Germany. **(Civics and Government; Individuals, Society, and Culture)**

WH.10.4 Trace and explain the antecedents, causes, major events, and global consequences of World War II, including the Holocaust. **(Civics and Government; Individuals, Society, and Culture)**

WH.10.5 Explain the origins and purposes of the United Nations in the context of World War I and World War II.

WH.10.6 Trace and explain the antecedents, causes, major events, and global consequences of the Cold War. **(Civics and Government; Individuals, Society, and Culture)**

WH.10.7 Explain the decline and demise of the Soviet Union and the political and economic changes in former communist countries of Central and Eastern Europe.

WH.10.8 Analyze and explain why some African and Asian countries achieved independence peacefully through legal means and others as a consequence of armed struggles or wars. **(Civics and Government; Individuals, Society, and Culture)**

WH.10.9 Explain the origins of the modern state of Israel, the reactions of Arabic peoples and states, and the conflicts between Israel and other states in its region. **(Civics and Government; Individuals, Society, and Culture)**

WH.10.10 Define "post-industrial society", and use this concept to differentiate global economic and global technological development during the latter half of the twentieth century from that of the period 1800 to 1950.

WH.10.11 Describe ethnic or nationalistic conflicts and violence in various parts of the world, including Southeastern Europe, Southwest and Central Asia, and Central Africa. **(Individuals, Society, and Culture)**

WH.9.2 Define and explain the causes, main events, and global consequences of nineteenth-century imperialism.

WH.9.3 Analyze the causes and consequences of the partition of Africa by European imperialists. **(Civics and Government; Individuals, Society, and Culture)**

WH.9.4 Analyze the causes and consequences of domination in China by European powers. **(Civics and Government; Individuals, Society, and Culture)**

WH.9.5 Analyze the causes and consequences of British and French imperialism in India. **(Civics and Government; Individuals, Society, and Culture)**

WH.9.6 Analyze the causes and consequences of Russian imperialism on central Asia and Siberia. **(Civics and Government; Individuals, Society, and Culture)**

WH.9.7 Explain the impact of imperialism upon indigenous peoples and cultures in Africa and Asia with particular emphasis on Japanese responses to challenges by Western imperial powers, which influenced Japan to become an industrial, military, and imperial power.

WH.9.8 Use a variety of information resources to describe advances in transportation, weapons technology, and industrial development in Europe during the nineteenth century. Describe the relationship of these factors to the success of imperial expansion. **(Economics; Civics and Government; Individuals, Society, and Culture)**

STANDARD 10

An Era of Global Conflicts, Challenges, Controversies, and Changes, 1900 to 2001

Students will analyze and explain twentieth century trends and events of global significance, such as world wars, international controversies and challenges, and cross-cultural changes that have connected once separated regions into an incipient global community.

WH.10.1 Trace and explain the antecedents, causes, major events, and global consequences of World War I.

WH.10.12 Analyze and evaluate the global expansion of liberty and democracy since the 1970s and the successes or failures of democratic reform movements in challenging authoritarian or despotic regimes in Africa, Asia, Eastern Europe, and Latin America.

STANDARD 11

Historical Research

Students will conduct historical research that includes forming research questions, developing a thesis, investigating a variety of primary and secondary sources and presenting their findings with documentation.

WH.11.1 Locate and analyze primary and secondary sources presenting differing perspectives on events and issues of the past.
Example: Primary and secondary sources should include a balance of electronic and print sources, such as autobiographies, diaries, maps, photographs, letters, newspapers, and government documents.

WH.11.2 Locate and use sources found at local and state libraries, archival collections, museums, historic sites, and electronic sites.

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